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ABSTRACT

This report is an attempt to establish a statewide philosophy of education for Montana and to recommend methods for incorporating that philosophy at the State, local, and classroom levels. Twenty-two separate recommendations are made for implementing the educational philosophy developed by the Montana Board of Education, and much of the report is devoted to discussion of the rationale and potential impact of these recommendations. Various appendixes provide information about public meetings and discussion groups that contributed to the development of the Montana educational philosophy and present summarized educational fiscal data for recent years. An accompanying "Teacher's Resource Guide" includes an annotated "general interest" bibliography of germane publications and a separate annotated "topical" bibliography of publications dealing with "humanizing education" and "values and decisionmaking." (JG)

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basic quality education

1975 REPORT
BOARD OF PUBLIC EDUCATION
STATE OF MONTANA

PRESENTED TO THE LEGISLATURE IN JANUARY 1975

2

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This study was financed in part by funds provided under the Elementary and Secondary Education Act of 1965 (Public Law 89-10, Title V-A, Section 503)

BOARD OF PUBLIC EDUCATION

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PREFACE

This 1975 report on basic quality education represents a major effort by the Board to provide a unified direction for Montana's public school system. The report is the result of seventeen months of intensive study. During that time, the Board listened to the views and ideas of Montanans who attended fifty-five meetings conducted across the state or who submitted ideas in writing for the Board's consideration. The report addresses the expressed educational concerns of those people who shared their beliefs, attitudes and values with members of the Board.

In addition to developing a definition of basic quality education, the Board has made twenty-two recommendations which it believes necessary for effective realization of basic quality education. The rationale for the recommendations is presented in appropriate chapters of the report.

Members of the Board of Public Education are pleased to present this report to the legislature; we do so with the hope that it will command thorough review and will prompt favorable action on appropriate recommendations.

Perhaps as significant as the product was the process; this study has been a vehicle for involving hundreds of people in Montana in educational decision making. Just as our concern for basic quality education must be ongoing, so must this involvement. We invite readers to share with us their ideas regarding this report and the future direction of our schools.

FHMielke

F. H. MIELKE
Chairman
Board of Public Education

ACKNOWLEDGEMENTS

This 1975 report is the result of the help and cooperation of many, many people. Special commendation is due Dr. Jeanine Gilmartin and Mary Callan, the Director and Assistant Director of the study. The Board is indebted especially to them. They had responsibility for devising the plan for the study subsequently approved by the Board and, more importantly, for carrying it out. Their talents and energies, in addition to those of Joanne Anderson who served superbly as study staff secretary, were invaluable.

In addition, the Board extends thanks and appreciation to

> *Superintendent of Public Instruction Dolores Colburg and her staff who provided valuable information, ideas and support;*
>
> *Members of the Northwest Regional Educational Laboratory who provided valuable assistance regarding the process used at the meetings;*
>
> *Dr. Kenneth Tiahrt, Associate Professor of Mathematics at Montana State University, who assisted with statistical analysis;*
>
> *Dr. Tom Wilson, Assistant Principal for Curriculum Planning and Development at Newport Harbor High School in Newport Beach, California, who critiqued a working draft of the report;*
>
> *Pat Callan, Staff Director of Montana's Commission on Postsecondary Education, who volunteered many ideas and suggestions which helped in the organization and formulation of this 1975 report;*
>
> *Alma Jacobs, Montana State Librarian, and her staff who provided assistance in locating research material;*
>
> *the participants at all of the meetings who generously shared their ideas and beliefs regarding education.*

And to the school districts and communities in which the meetings were conducted—Antelope, Baker, Big Timber, Billings, Bozeman, Broadus, Butte, Crow Agency, Custer, Dixon, Glendive, Great Falls, Havre, Helena, Highwood, Kalispell, Lewistown, Malta, Missoula, Rosebud, Wilsall and Wolf Point—the Board expresses its gratitude for their genuine participation and hospitality.

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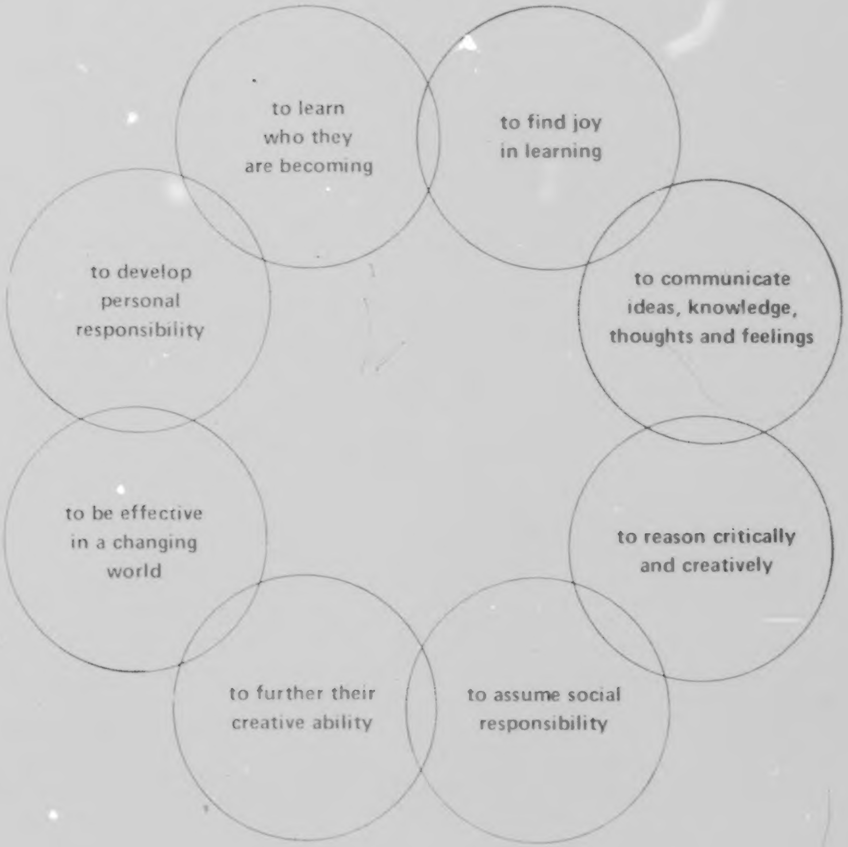
CONCLUSIONS: BASIC QUALITY EDUCATION STUDY

The Board of Public Education adopted the following definition of basic quality education:

> **A basic quality education is a process which can enable students to transform their potential into actuality.**

Further, the Board identified eight dimensions inherent to the definition. Each is of equal importance; all are interrelated. To help students transform their potential into actuality, schooling should enable them



- to learn who they are becoming
- to find joy in learning
- to communicate ideas, knowledge, thoughts and feelings
- to reason critically and creatively
- to assume social responsibility
- to further their creative ability
- to be effective in a changing world
- to develop personal responsibility

In order to effectively realize basic quality education at the state, local and classroom levels, the Board of Public Education recommends that:

1. LOCAL SCHOOL DISTRICT OFFICIALS ACTIVELY AND CONTINUALLY INVOLVE COMMUNITY MEMBERS–INCLUDING STUDENTS, EDUCATORS AND PARENTS–IN THE FORMULATION AND REVIEW OF SCHOOL GOALS AND SCHOOL POLICY.

2. THE LEGISLATURE CONTINUE EFFORTS TO INVOLVE THE PUBLIC IN EDUCATIONAL POLICIES.

3. LOCAL SCHOOL DISTRICTS CONSIDER THIS PHILOSOPHY OF BASIC QUALITY EDUCATION ADOPTED BY THE BOARD IN REVIEWING THEIR WRITTEN PHILOSOPHIES OF EDUCATION.

4. LOCAL SCHOOL DISTRICTS IDENTIFY CURRICULUM NEEDS RELATED TO THE DEFINITION AND DIMENSIONS OF BASIC QUALITY EDUCATION.

5. THE MONTANA LEGISLATURE REPEAL ALL STATUTES MANDATING CURRICULUM

6. THE MONTANA LEGISLATURE REFRAIN FROM MANDATING CURRICULUM.

7. TIME BE SCHEDULED BY SCHOOL BOARDS FOR COMMUNITY MEMBERS TO PRESENT THEIR CONCERNS.

8. ALL SCHOOL BOARD MEETINGS BE OPEN, IN CONFORMANCE WITH STATE LAW, AND BE PUBLICIZED.

9. LOCAL SCHOOL DISTRICTS EXAMINE THEIR SCHOOL ENVIRONMENT TO DETERMINE IF IT IS CONDUCIVE TO THE IMPLEMENTATION OF BASIC QUALITY EDUCATION.

10. LOCAL SCHOOL DISTRICTS INVESTIGATE ALTERNATIVE LEARNING ENVIRONMENTS AND OPPORTUNITIES BOTH WITHIN AND OUTSIDE THE SCHOOL AS A FURTHER MEANS OF MEETING THE PARTICULAR NEEDS OF ITS STUDENTS.

11. LOCAL SCHOOL DISTRICTS DESIGN AND OFFER INSERVICE TRAINING TO PROVIDE TEACHERS WITH THE CAPABILITIES AND SKILLS NEEDED FOR IMPLEMENTING BASIC QUALITY EDUCATION IN THE CLASSROOM.

12. TEACHER TRAINING INSTITUTIONS DEVELOP PROGRAMS:

    A. OF INSERVICE TRAINING FOR TEACHERS TO FACILITATE CLASSROOM IMPLEMENTATION OF BASIC QUALITY EDUCATION, AND

    B. TO PREPARE PROSPECTIVE EDUCATORS FOR TEACHING WITHIN THE FRAMEWORK OF BASIC QUALITY EDUCATION.

13. POSTSECONDARY INSTITUTIONS IN THE STATE REVIEW THEIR APPROVED TEACHER TRAINING PROGRAMS TO ENSURE STATEWIDE UNIFORMITY IN COURSE REQUIREMENTS.

14. THE SUPERINTENDENT OF PUBLIC INSTRUCTION, THROUGH CONTINUING INSERVICE TRAINING PROGRAMS, PROVIDE ASSISTANCE TO LOCAL SCHOOL DISTRICTS FOR IMPLEMENTING BASIC QUALITY EDUCATION.

15. INTERESTED PERSONS EXAMINE THE QUESTION OF WHAT CONSTITUTES TEACHING COMPETENCY. AS A CONSEQUENCE, TEACHER TRAINING PROGRAMS AND CERTIFICATION REQUIREMENTS SHOULD BE UPDATED TO REFLECT THE TEACHING COMPETENCIES AGREED ON.

16. THE BOARD OF PUBLIC EDUCATION AND THE BOARD OF REGENTS EXPLORE AND PRACTICE COOPERATIVE EFFORTS IN THE AREAS OF:

    A. REVIEWING TEACHER EDUCATION PROGRAMS AT PUBLIC AND PRIVATE COLLEGES IN THE STATE, AND

    B. REVIEWING PROCEDURES OF PROGRAM APPROVAL USED BY TEACHER TRAINING INSTITUTIONS.

17. THE LEGISLATURE ADJUST THE FOUNDATION PROGRAM SO THAT THE SCHEDULES REFLECT ACTUAL COSTS OF SCHOOLING BY SUPPORTING A UNIFORM PERCENTAGE OF ACTUAL DISTRICT EXPENDITURE LEVELS FOR VARIOUS DISTRICT SIZES.

18. THE LEGISLATURE FINANCE THE FOUNDATION PROGRAM BY:

    A. PROVIDING AN INCREASED STATE PORTION OF EDUCATIONAL EXPENDITURES, AND

    B. FUNDING SUCH INCREASES FOR SCHOOLS FROM THE STATE'S GENERAL FUND RATHER THAN FROM STATEWIDE PROPERTY TAXES.

19. THE LEGISLATURE INCREASE TRANSPORTATION SCHEDULES SO THAT THE STATE SUPPORTS AT LEAST ONE-THIRD OF THE ACTUAL TRANSPORTATION COSTS BORNE BY LOCAL DISTRICTS.

20. THE LEGISLATURE, IN FINANCING SCHOOLS, POWER EQUALIZE THE AMOUNT THAT A MILL WILL RAISE AT THE SCHOOL DISTRICT LEVEL.

21. THE LEGISLATURE JOIN IN THE EFFORTS OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION TO EXPLORE ALTERNATIVE METHODS FOR DETERMINING FOUNDATION PROGRAM SCHEDULES OTHER THAN THE PRESENT ANB (AVERAGE NUMBER BELONGING) FORMULA.

22. THE LEGISLATURE STUDY BUILDING EXPENDITURES OF LOCAL SCHOOL DISTRICTS AND CONSIDER STATE SUPPORT FOR SCHOOL FACILITIES.

CHAPTER I

INTRODUCTION

Purpose

This report on basic quality education accomplishes a twofold purpose. It establishes a philosophy of education for Montana schools and recommends methods for incorporating this philosophy at state, local and classroom levels.

The definition and attendant dimensions comprise a philosophy for basic quality education. The Board of Public Education has officially adopted this definition with its eight interrelated dimensions, thereby setting a unified direction and purpose for Montana's public school system. Moreover, the Board will use this philosophy in determining its future educational policies. To ensure that this philosophy continually reflects the educational beliefs of the people of Montana, the Board will review the philosophy within three years.

The Board of Public Education believes that its definition of basic quality education is applicable to all students, regardless of ability or age. The definition is sufficiently broad as to encompass all students; specific, so as to provide a rationale for curriculum offerings; and flexible, allowing local boards of trustees to meet the needs of their particular communities.

Essentially, basic quality education defines a schooling process that facilitates the development of the total student–mind, body, feelings. Integral to this concept is a recognition of the need for students to develop basic intellectual skills in conjunction with personal development. Schooling alone, however, cannot assume all the responsibility for the development of the total child–the home and other institutions share in this responsibility. Nonetheless, schooling can and should encourage a child's total development and provide a humanizing learning experience.

In addition, the report discusses the potential impact of this philosophy on education in Montana. Specific recommendations to aid in the implementation of basic quality education are made throughout the report. The recommendations focus primarily on school and fiscal policies at the state and local level.

At present, school policies are affected by state statutes, Board policies, regulations and guidelines of the Superintendent of Public Instruction, rulings of local school trustees and administrators, and community values. If basic quality education is to be realized more fully, some of these policies need to be revised, and some revitalized. In making revisions, certain questions must be raised. Do the current laws on curriculum help or hinder schools in establishing courses necessary for basic quality education? Do accreditation standards and other Board policies facilitate basic quality education? Do the regulations and guidelines of the Superintendent of Public Instruction further basic quality education? Do the present policies of local school trustees and administrators provide sufficient guidelines to aid school personnel in implementing basic quality education? How can community members participate in the educational process? How can school personnel prepare themselves to effect basic quality education? How can teacher training institutions help promote basic quality education? These and other questions were considered by the Board. In its recommendations, the Board proffers suggested solutions.

When the Montana Senate requested the Board of Public Education to prepare a definitive description of basic quality education, it stated that it planned to use this description "in consideration of future budgetary schedules for public education."[1] In exploring the question of school finance, the Board consequently considered national trends, current Montana practices and local district needs. As a result, the Board proposes to the legislature some suggestions for the continued and future financing of Montana schools.

Background

The question of what constitutes basic quality education became a formal concern of the Montana Senate during the first session of the forty-third legislature. Senate Resolution No. 14 requested the Board of Public Education "to prepare a definitive description of a basic quality education."[2] The Board agreed that such a definition would be helpful in determining state and local educational policy, and that it was needed as a basis for planning and financing. Hence, the Board requested Superintendent of Public Instruction Dolores Colburg to initiate a study for this purpose. A chart depicting the organization and chronology of the basic quality education study appears on the following page.

This report is the result of seventeen months of intensive study. During that time more than 1,500 students, educators and community members participated in fifty-five

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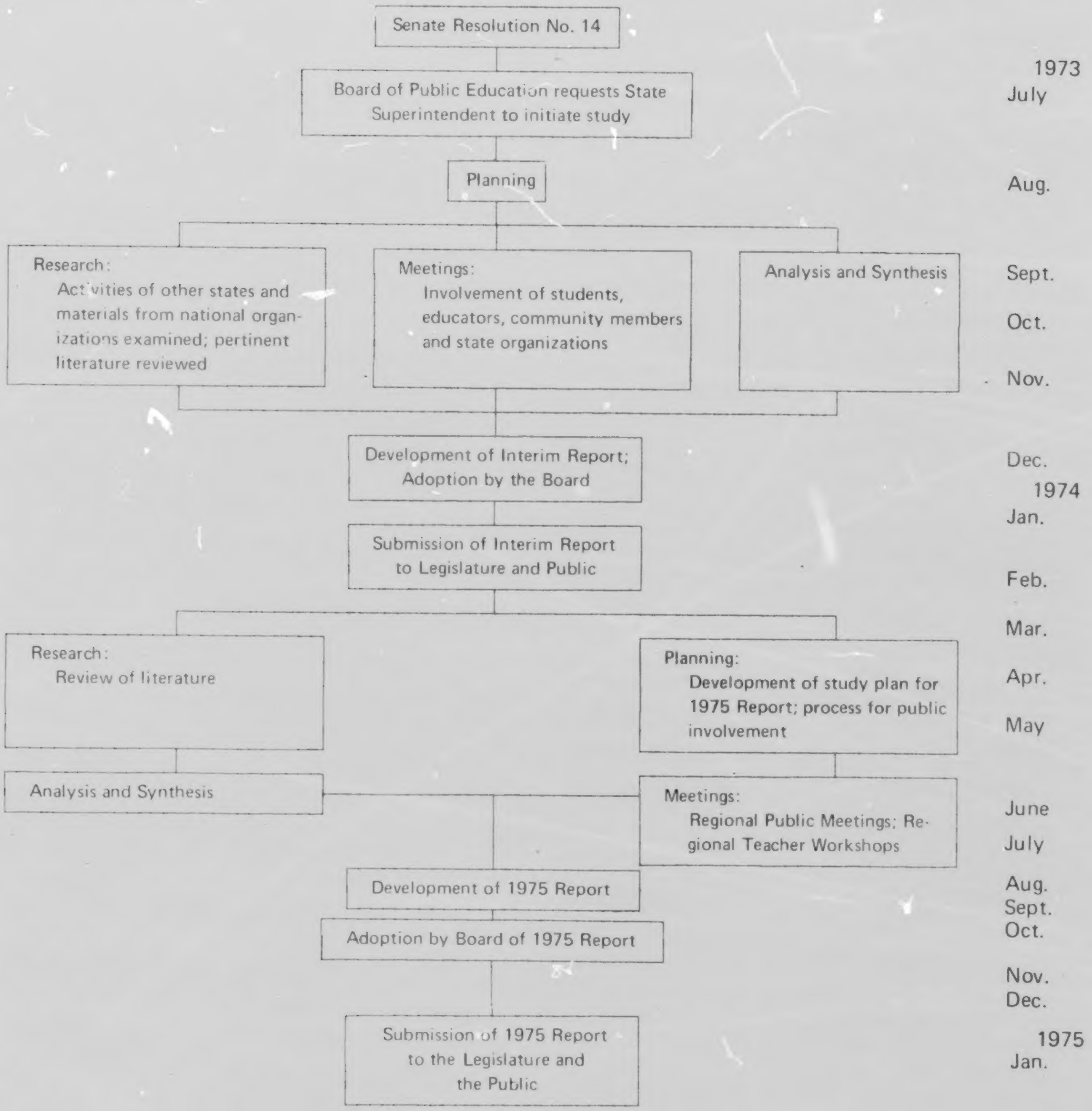
[1] See Appendix A for a copy of Senate Resolution No. 14, adopted on March 12, 1973.

[2] *Ibid.*

Overview of Basic Quality Education Study


Senate Resolution No. 14
Board of Public Education requests State Superintendent to initiate study
Planning
Research: Activities of other states and materials from national organizations examined; pertinent literature reviewed
Meetings: Involvement of students, educators, community members and state organizations
Analysis and Synthesis
Development of Interim Report; Adoption by the Board
Submission of Interim Report to Legislature and Public
Research: Review of literature
Planning: Development of study plan for 1975 Report; process for public involvement
Analysis and Synthesis
Meetings: Regional Public Meetings; Regional Teacher Workshops
Development of 1975 Report
Adoption by Board of 1975 Report
Submission of 1975 Report to the Legislature and the Public
1973
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meetings conducted across the state. The meetings provided the Board an opportunity to learn the beliefs, attitudes and values of many Montanans. Their ideas regarding education are reflected throughout the report. In addition, pertinent Montana studies were reviewed. National organizations concerned with education were asked to submit ideas; state organizations were consulted. Chief state school officers throughout the nation were polled regarding similar undertakings in their respective states. Concepts and trends in education were researched.

The Board reported its tentative findings and conclusions to the legislature and the public in an *Interim Report on Basic Quality Education*[3] issued in February 1974. The purpose of the interim report was twofold: (1) to learn if the definition and dimensions proffered by the Board addressed the educational concerns of Montanans, and (2) to stimulate further dialogue among Montanans and between Montanans and the Board. The interim report was essentially a working draft, and pertinent parts of that report have been incorporated in this report.

Summary

The Board of Public Education officially has adopted a definition and attendant dimensions describing basic quality education. The definition and dimensions constitute a philosophy of education for Montana that the Board will use in determining its future educational policies.

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[3] Copies of the *Interim Report on Basic Quality Education* are available on request.

CHAPTER II

DESCRIPTION OF PUBLIC INVOLVEMENT

Introduction

In the preface of the *Interim Report on Basic Quality Education* released in February 1973, Fred Mielke, Chairman of the Board of Public Education, stated:

> The definition in this interim report is being submitted to both the legislature and to the people for their consideration. For the definition to be developed further and implemented, we believe it is the responsibility of those interested in education to make their views known. That is part of the reason for issuing this report as an interim report. The dialogue must continue.

The Board wished to continue involving Montanans in the study as requested in Senate Resolution No. 14. It wanted to learn people's response to the interim report—specifically, to the proposed definition and dimensions of basic quality education. Several methods were used to obtain response and to involve people.

Assumptions and Methods

The methods used were based on certain assumptions that had governed the study from the outset. First, direct involvement with Montana citizens was essential if the 1975 report were to reflect accurately their educational concerns, needs and values. In addition, for the involvement to be genuine, it had to stimulate thought and discussion. Further, like education itself, it was essential that the study be an active, not a passive process. People participating were to exchange beliefs, attitudes and values[1] while transmitting and developing knowledge. From these assumptions, methods were developed to elicit from Montanans their ideas regarding the definition and dimensions of basic quality education.

The initial means used to gather response was wide distribution of the *Interim Report.* Each copy of the report contained a questionnaire and listed a toll-free telephone number which readers could use to make known their views and ideas. Approximately 2,400 copies of the report were distributed. To ensure direct involvement with the people, a series of regional meetings was then planned.

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[1] For a discussion of the differences between beliefs, attitudes and values see Milton Rokeach, *Beliefs, Attitudes and Values* (San Francisco: Jossey-Bass, Inc., 1968).

Regional Meetings

Following the publication of the *Interim Report*, a series of ten regional public meetings was planned.[2] These meetings were open to all community members. In addition, seven meetings for educators were planned in conjunction with regional teacher workshops sponsored by the Superintendent of Public Instruction.[3] In an effort to involve a cross section of Montanans in the study,[4] the sites selected for the regional public meetings complemented those used for meetings conducted prior to the interim report. The meetings were regionally oriented and were publicized both at the site selected and in surrounding communities.

The regional public meetings and the regional teacher workshops regarding basic quality education had three objectives: (1) to present the definition and dimensions of basic quality education as contained in the *Interim Report*; (2) to learn what modifications and changes people would prefer; and (3) to help people become aware of the contributions they can and should make to education. A process[5] was developed to accomplish these objectives.

The meetings were designed to be informal and open. Participants were encouraged to become acquainted, to talk with one another and to share their views. As each meeting began, participants were informed of the expectations for the meeting. The expectations were that each person would have the opportunity to **explore** the proposed definition and dimensions of basic quality education, to **share** their viewpoints and perceptions of the dimensions and to **participate** in establishing an educational philosophy for Montana.

Many people attending the meetings had not read the *Interim Report*; therefore, a slide-tape presentation was shown and a summary brochure[6] was distributed to brief participants on the proposed definition and dimensions. Based on this information, the participants were then asked to perform two tasks.

The first task involved rating each of the eight dimensions; participants did this individually.[7] Participants were instructed to view each dimension separately and rate it in relation to what they believed the schooling process should help students accomplish.

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[2] See Appendix B, Table B-1, for a listing of these meetings.

[3] See Appendix B, Table B-2, for a listing of these meetings.

[4] To determine if a cross section of Montanans did participate in the study, each person attending a meeting completed a socio-economic data sheet. See Appendix B, Table B-3, for a sample data sheet and Appendix C, for a demographic analysis of the data.

[5] See Appendix B, Table B-4, for a sample meeting agenda illustrating the process.

[6] Copies of the summary brochure titled *An Interim Report Summary* are available on request.

[7] See Appendix B, Table B-5, for a sample of the individual worksheet used for the first task.

The rating scale was:

5 – Critical – Must be done, long overdue, first priority, key place to start
4 – Important – All of the above, but not the first priority
3 – Necessary – Needs to be done
2 – Helpful – Has to be done, can be temporarily postponed but must be implemented for program to succeed
1 – Disagree – Should not be part of the schooling process
0 – Confusing – Don't understand

The proposed dimensions were:

To communicate their ideas, knowledge, thoughts and feelings
To develop personal responsibility
To find joy in learning
To further their creative ability
To affect a world in change
To assume social responsibility
To learn who they are becoming
To reason critically and creatively

In addition, participants were asked to explain their ratings. They were told they could include additional dimensions and rate them, if they wished. This first task required participants to think about each dimension and to clarify how each would or should fit into the schooling process.

For the second task, participants gathered into small groups. Each group was asked to come to consensus as to how they, as a group, would rate each dimension. To do this, members of each group shared their individual ratings with one another. Group members were given responsibility for helping each other understand the dimensions they thought were confusing or with which they disagreed. As in the first task, the groups were asked to provide some rationale for each rating.

Since the second task allowed participants to share their ratings, to exchange their ideas and feelings about each dimension and to clarify what they thought was important to the schooling process, ratings based on group consensus were considered more valid than the individual ratings.[8] Therefore, it was decided to use the group rather than the individual ratings in compiling the results of the meetings.

Following completion of these two tasks, participants engaged in a large-group discussion. At this time, the ratings of each group were shared and any additional concerns were discussed. Participants were then encouraged to share their perceptions of the meetings and the summary brochures with their friends and neighbors.

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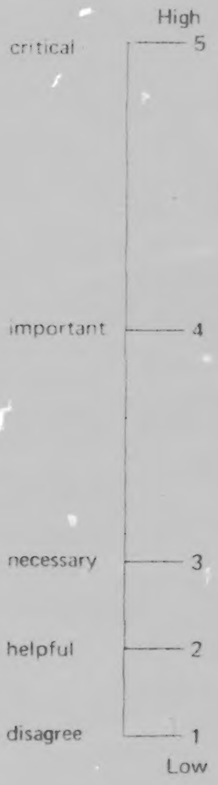
[8] For a discussion of the validity of group consensus, see "Synergy and Consensus Seeking," *The 1973 Annual Handbook for Group Facilitators* (San Diego: University Associates Publishers, Inc., 1973).

The process used at the ten regional public meetings and the seven regional teacher workshops was similar to the process used at the thirty eight meetings conducted prior to the development of the interim report. Both processes directly and actively involved the participants. The purpose of each was to discover what people thought students should have accomplished as a result of schooling. But the most important similarity was that both processes facilitated the exchanging of beliefs, attitudes and values among individuals who often had diverse backgrounds. As a result of the fifty five meetings, approximately 1,500 people throughout Montana were actively involved in the study on basic quality education.

Results of Involvement

Ratings. The second task in the process was the group rating of each of the eight dimensions. The grand composite[9] of the combined ratings of all groups participating in the regional public meetings and regional teacher workshops is given below.



4.58	To communicate their ideas, knowledge, thoughts and feelings
4.50	To develop personal responsibility
4.36	To find joy in learning
4.36	To reason critically and creatively
4.36	To affect a world in change
4.00	To assume social responsibility
3.87	To learn who they are becoming
3.85	To further their creative ability

A review of the ratings clearly indicates that a majority of participants believes each dimension to be important and necessary to the schooling process. Moreover, these results substantiate those from meetings held prior to the interim report.

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[9] See Appendix D for an explanation of the procedure used in determining composites.

Written Comments. The written comments[10] made by group participants regarding each of the eight dimensions describe the reasoning of the group and reflect the group members' educational beliefs. Many similar ideas and concerns were expressed. Group comments are summarized on the following pages. They are grouped, as they were on the worksheets, under the dimensions for which they were written. Although duplications have been deleted and in some instances the style has been altered, the substance of the comments remains as originally written by the participants.

Questionnaires. For those people unable to attend the meetings, a questionnaire was included in the interim report. One hundred seventy-three questionnaires were returned.[11] Overall, the questionnaires indicated a favorable response to the educational philosophy contained in the interim report. It was apparent, also, that individuals liked the involvement of Montana citizens in the study.

Concerns expressed in the questionnaires frequently dovetailed with those voiced at the meetings. Generally, people wanted the following six issues addressed in this report: (1) greater explanation of the dimensions, (2) clarification of the role of basic skills in basic quality education, (3) preparation of educators to teach basic quality education, (4) revision of present accreditation standards to more closely complement the definition and dimensions, (5) greater flexibility for local school boards and (6) examination of the question of how schools are financed. In developing this report, all concerns raised throughout the study were considered. The following chapters address these concerns.

Few specific comments on each individual dimension were received in the questionnaires, which may have been the result of one-way communication imposed by a written form. Individuals using the questionnaire were unable to receive immediate feedback regarding their concerns, whereas participants at the meetings had the opportunity for dialogue. The meetings, therefore, provided a wider range of response and greater clarification of people's concerns than did the questionnaires.

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[10] A complete list, by meeting, of all written comments—individual and group—is available on request.

[11] All questionnaires received are on file in the Office of the Superintendent of Public Instruction.

TO HELP STUDENTS TRANSFORM THEIR POTENTIAL INTO ACTUALITY, SCHOOLING SHOULD ENABLE THEM **TO FIND JOY IN LEARNING**

“On this dimension of basic quality education, many persons in Montana said

It is important
- *now and in the future.*
- *because a child who is not happy in learning is feeling defeated in the learning process.*
- *and must be done at all levels.*
- *because it motivates continuing education.*
- *since self-determined tasks achieved successfully enhance the natural zest for learning.*
- *to do although it is very difficult to do.*
- *because a joyous situation increases learning capabilities.*
- *because most children start with a joy for learning and then lose it and become disillusioned.*

To find joy in learning you must have success.

Teachers must generate enthusiasm, interest and joy of learning for learning's sake.

Reservations were voiced because
- *some learning involves pain and some learning is done for a later satisfaction.*
- *some education is a painful process and so should be.*
- *learning the essential basics is sometimes hard work.*
- *what is joy to one person may not be to another.*
- *joy connotates fun.*
- *confused by the term joy.*
- *the word joy is too strong.*
- *not convinced this is always a necessity.*
- *school can't be all joy and fun because life isn't all joy and fun.*

How much here depends on the teacher?

School can only do so much. The home has a great influence. The school should try to make it interesting.

In general, discussion groups thought
- *joy in learning should be first priority in primary grades.*
- *students must enjoy learning in order to learn.*
- *this dimension can only be attained if the child is interested.*
- *students must look forward to learning.*
- *learning should be joyful but can't always be.*
- *can't put all stress on this so as to shortchange other dimensions.*
- *one must have creative ability in order to enjoy learning.*
- *this relates to all the dimensions.*
- *regular attendance and interest in learning fosters success.*
- *learning is the result of good and bad experiences. It would be ideal if the majority of these experiences were happy to further joy in learning.*
- *joy in learning should be tempered with discipline.*
- *joy in learning comes through motivation from the classroom teacher.*

Some preferred
- *experience joy in learning.*
- *to find fulfillment in learning.*
- *develop habit of learning.*
- *any of the following words substituted for joy: enthusiasm, desire, motivation, contentment, security, pleasure, satisfaction, and sense of accomplishment.*
- *to find learning enjoyable.*
- *to develop a positive attitude toward learning.*
- *to find joy in learning and achievement.*
- *to find joy in learning and living.*

If you have to spend so many years in school it should be fun as well as worthwhile.”

TO HELP STUDENTS TRANSFORM THEIR POTENTIAL INTO ACTUALITY, SCHOOLING SHOULD ENABLE THEM **TO COMMUNICATE THEIR IDEAS, KNOWLEDGE, THOUGHTS AND FEELINGS**

“Some Montanans said the following about this dimension of basic quality education.

Some believed this dimension is
- *part of basic skills.*
- *what basic education is all about.*
- *an essential element for continued learning outside the classroom.*
- *vague.*
- *a necessity for life.*
- *basic to learning.*
- *important in order to be able to communicate what you learn to others.*
- *okay if confined to the three R's.*
- *the result of basic skills.*

Those who have difficulty in reading should have the privilege of learning through other means such as multi-media tapes, films, music, experiments.

Must have basic skills to be able to communicate.

Communication is education. This enriches the life-style and develops a well-rounded personality with fewer hang-ups.

There is a possibility of over-communicating.

Further, the concept of communication meant to some
- *greater acceptance of children's viewpoints.*
- *communication between teacher and student.*
- *parents, students, teachers being able to communicate.*
- *that basic skills are necessary to clarify thoughts and feelings.*
- *understanding others, their ideas, and knowledge and feelings.*
- *learning to listen.*
- *to learn who they are becoming.*
- *less recognized forms of communication such as dance.*

Children unable to communicate thoughts and feelings are at a complete disadvantage in all areas and situations.

Relationships with others are totally lacking without skills of communication.

Communication should not be reduced to skills; it involves courage, mutual trust, candor, real encounter.

Some thought this dimension should be changed to read
- *communicate and receive ideas, knowledge, thoughts and feelings.*
- *communicate their ideas, thoughts, knowledge and feelings and learn to listen.*
- *omit "their" so as to indicate intake and output.*
- *include only ideas and knowledge and omit thoughts and feelings particularly if sensitivity awareness is involved.*
- *clarify the inclusion of non-verbal and two-way communication.*
- *communicate their ideas, knowledge, thoughts and feelings according to individual abilities.*

Clarify the word communication.

Communication of feelings should not be compulsory.

Communication is a key place to start because little learning takes place without communication.

Education has failed if this cannot be done.”

TO HELP STUDENTS TRANSFORM THEIR POTENTIAL INTO ACTUALITY, SCHOOLING SHOULD ENABLE THEM **TO LEARN WHO THEY ARE BECOMING**

“ Montanans shared the following views about this aspect of basic quality education.

This dimension
- *starts at home.*
- *is very important.*
- *needs clarification; but is not something to be ignored.*
- *is too broad and vague.*
- *might come as a result of finding joy in learning and communicating their ideas, knowledge, thoughts and feelings.*
- *is not essential.*
- *is very closely connected to learning who they are becoming and to developing personal responsibility; we suggest that the schools are having to try to bear more and more responsibility to help students in both respects.*
- *gives a feeling of security.*
- *is important so that students get a good self-image.*
- *might result in students being able to communicate ideas, knowledge, thoughts and feelings. The parents are of paramount importance.*
- *is poorly worded.*
- *will be achieved if some of the others are.*
- *implies a static quality whereas all people are constantly changing.*
- *is vital to the schooling process if it means helping develop the students' self-concept.*
- *is not essential to the schooling process if it implies helping students find who they are in the world.*

Does this fit in to what a school can do?

Career education is important but not implied in this dimension.

Students need
- *a chance to learn who they are becoming.*
- *to cope with transition into adulthood.*
- *proper guidance. Cultural background does make a difference in self-identity.*
- *to develop a good self-image, but this varies with age and experience.*
- *a sense of self-worth. They should feel good about themselves.*
- *to begin to understand themselves.*
- *to also understand where they are going socially and economically.*
- *motivation from school counselors.*
- *self-identity in order to get along with others.*

Primary responsibility for this should be in the home.

Teachers must do their part, but parents must assume their responsibility.

Are students to mold themselves or be molded by the teachers?

Changes suggested:
- *to learn who they are and who they are becoming.*
- *rephrase to include self-worth and self-esteem.*
- *to develop a good self-image.*
- *emphasis should be placed on understanding others and becoming more aware of others.*
- *define "are becoming."*
- *to learn who I am now. This is more important than who I am becoming.*

Learning is for self-worth and self-identity.

All children must be given confidence in their abilities. ”

TO HELP STUDENTS TRANSFORM THEIR POTENTIAL INTO ACTUALITY, SCHOOLING SHOULD ENABLE THEM **TO DEVELOP PERSONAL RESPONSIBILITY**

“ The following opinions were voiced by many Montanans concerning basic quality education.

Children need to gradually assume personal responsibility at an early age to be able to become responsible adults and take their rightful place in society.

Persons not responsible to themselves cannot be responsible to others.

This dimension is needed

- *for good citizenship, job-holding, self-satisfaction.*
- *because too many people get out of school with total dependence on other people.*
- *because some of the responsibility is not learned at home and the teacher should make sure that the child does have some responsibility in school.*
- *for life.*
- *since discipline is essential to ongoing life.*
- *because people must be taught that they are responsible for their own behavior and actions.*
- *and must be developed at a young age; the school can provide many opportunities for students to develop their own responsibility.*
- *so that students can accept responsibility for their own actions.*

The school cannot do the whole job.

Each must learn to be responsible to someone for something.

Teacher should be the adult while the students have respect for adult.

Should be rephrased to include

- *personal and social responsibility (the two are inseparable).*
- *the concept of self-direction as opposed to teacher-centered programs.*

If personal responsibility is developed the social responsibility follows.

Who determines when a student has acted responsibly?

In order to affect a world in change, students need personal and social responsibility.

Some thought this dimension

- *was important but starts at home.*
- *is a shared responsibility of home, church and school.*
- *is hard for schools to do—families better.*
- *begins in the home and schools can only foster it.*
- *has to be in the school and the adults have to set the example.*
- *would be achieved as students learn.*
- *is a necessity.*
- *should come about if students had joy in learning, could communicate and learned who they were becoming.*
- *was a lifelong process.*

Less stringent discipline would be needed in schools if this dimension was achieved as students would have more respect for others.

If basic learning has taken place, personal and social responsibility follow.

Students should be encouraged to make their own decisions.

Personal responsibility fosters learning. ”

TO HELP STUDENTS TRANSFORM THEIR POTENTIAL INTO ACTUALITY, SCHOOLING SHOULD ENABLE THEM **TO REASON CRITICALLY AND CREATIVELY**

Participants across the state responded to this dimension of basic quality education

With the following comments

- *without basic skills, critical reasoning is impossible. Creativity is hampered by lack of ability to use basic skills.*
- *a useful tool in decision making.*
- *gains importance with educational advancement.*
- *if you don't have direction, you are not an asset to society but become self centered and non-productive. You must be directed to improve the lot of mankind. Build creatively—don't just criticize, do something constructive about the situation.*
- *very important.*
- *some can reason better than others.*
- *this should be a take-off point for other dimensions.*
- *for our survival, we need to be able to reason and form value judgments. Are instructors leading thinking too much? We need a greater amount of divergency in thinking.*
- *too much emphasis on answering questions and not enough on questioning answers. Many students study not to seek knowledge, but to get a good grade.*
- *greater development of students' own capacities—less emphasis on rote memory.*
- *to reason critically and creatively is important to every student. They must use their own minds, express their own ideas.*
- *critically, yes. Creatively, perhaps—how is it possible?*
- *begin especially in intermediate grades and continue throughout life.*
- *we believe that this dimension and the dimension "to affect a world in change" are very important. Students should be encouraged, not put down.*
- *in order to affect a world in change, students need to reason critically and creatively.*
- *this is closely related to furthering creative ability.*
- *should occur at home, in the school and in society overall.*
- *reasoning must also be logical.*
- *must learn to reason in order to relate to other knowledge.*
- *students must learn to reason before they can be critical or creative.*
- *the word critical frequently has negative overtones.*
- *students should be helped to see all sides of an issue.*

These suggestions for change were made

- *change critically to analytically.*
- *delete "and creatively."*
- *delete critically and creatively.*
- *to be critical and creative, honest and objective.*
- *to reason critically, analytically and creatively.*
- *substitute constructively or logically for critically.*
- *to reason critically and creatively according to their ability.*
- *a clear definition of critically.*

How can creative reasoning be evaluated?

It's important that children learn to reason at a very early age.

Traditional goal of education.

TO HELP STUDENTS TRANSFORM THEIR POTENTIAL INTO ACTUALITY, SCHOOLING SHOULD ENABLE THEM **TO AFFECT A WORLD IN CHANGE**

"Small-group discussion regarding this dimension of basic quality education

Raised the following questions

- *what does this mean?*
- *is not this the same as reasoning critically and creatively?*
- *what type of change is implied?*
- *what does the word affect mean?*
- *why is this dimension necessary?*
- *are schools being optimistic in thinking they can achieve this?*
- *isn't this dimension implied in the others?*
- *isn't this included in social responsibility?*

If students can communicate, they can affect the world.

A lot of people cope with change but not all can change with the world.

Prompted discussion groups to offer the following changes

- *to live in harmony with a world in change.*
- *to be effective in a world in change.*
- *to cope with change.*
- *to adapt to a world in change.*
- *to help affect the changing world in a positive manner.*
- *to learn to participate responsibly in a changing world.*
- *to understand the principles of cause and effect.*
- *to be able to assume a role in a changing world.*
- *to contribute to a world in change.*
- *to understand a world in change but not expect to change it.*

Students should actively participate in shaping and directing change.

Necessary, but very few are able to affect the world.

If the other dimensions are accomplished, this will follow.

Gains importance with student maturity.

Schools should provide students with the tools and knowledge for change.

The basics must be learned first, and changes can then be adjusted to.

This is the ultimate goal of school.

Schools need to produce quality students who can accomplish this.

If we acquiesce in the stance of an onlooker, this dimension will not be accomplished.

This is very important if it means coping with change.

Change should be beneficial to all.

This is a person's maximum level of participation in society.

A good education should prepare students to accept the changes in their world."

TO HELP STUDENTS TRANSFORM THEIR POTENTIAL INTO ACTUALITY, SCHOOLING SHOULD ENABLE THEM **TO ASSUME SOCIAL RESPONSIBILITY**

“Some Montanans came to these conclusions concerning this part of basic quality education.

Discussion groups stated
- *this must be learned in the home as well as in the school.*
- *it is necessary in our society.*
- *children need to learn how to get along with each other.*
- *schools must allow for non-conformity and open-mindedness.*
- *this dimension needs to be encouraged at all levels.*
- *it goes with personal responsibility.*
- *"to develop the ability to reason" should be substituted for "to assume social responsibility."*
- *no man is an island. Students must live in society with tolerance, understanding and respect for the rights of others.*
- *this should primarily be encouraged at home.*
- *students should not be encouraged to develop "let Joe do it" attitudes—instead they should work together.*
- *this has to be in the school but don't forget the adults have to set the example.*
- *it is one of the most difficult concepts to convey to students. Majority rules but must expect social responsibility.*

Life is based on getting along with others, and thinking beyond yourself.

Many social problems are caused by a lack of personal responsibility.

This discussion elicited the following questions
- *what is "social responsibility"?*
- *isn't this related to "to learn who they are becoming"?*
- *shouldn't this be taught somewhere else? However, we are not opposed to teaching the political process in school.*

We feel this is the result of a personally responsible person.

Each child will someday assume some social responsibility. It is up to the teacher to orient the children in their endeavors to work with other people.”

TO HELP STUDENTS TRANSFORM THEIR POTENTIAL INTO ACTUALITY, SCHOOLING SHOULD ENABLE THEM **TO FURTHER THEIR CREATIVE ABILITY**

" Some Montanans responded to this dimension of basic quality education by saying

As professionals we are afraid of this term because we don't understand it. If we allowed more of this, perhaps the rest would fall into place.

Never suppress, channel constructively. Too much permissiveness has been interjected into creativity.

Provoked the following comments
- *this concept is very vague.*
- *it will promote resourcefulness.*
- *we have to have creative ability.*
- *this is basic to the person and varies.*
- *curriculum in this area should be provided for the few who are capable.*
- *innovative ideas of the children should be developed in all studies through experiences in visual, tactile, auditory and kinetic approaches.*
- *as we obtain more leisure time we need to have something to do; don't kill creativity. However, this is hard to teach.*

If you aren't creating you are dead.

Important concept for lifelong learning.

Substitutions offered
- *cultivate creative ability.*
- *stimulate creative ability.*
- *encourage creative ability. Expand creative ability in other areas as well as those they already have ability in.*
- *enable creative ability.*
- *combine with "to reason critically and creatively."*

This dimension is related to "to learn who they are becoming."

This dimension duplicates "to communicate their ideas, knowledge, thoughts and feelings."

The concept of creative ability is interrelated with "joy in learning," individuality and reasoning creatively

Each child is a potential creator—each child has different creative abilities.

Students must be given every opportunity to use their imaginative powers, as this power is the force that changes our world. "

ADDITIONAL DIMENSIONS SUGGESTED BY STATEWIDE DISCUSSION GROUPS

As noted earlier, the participants at each meeting were divided into small discussion groups. Each discussion group had the opportunity to suggest any additional dimensions which it believed essential for basic quality education. The following statements comprise their suggestions. Duplicates have been deleted.

> “*They were interested in development of the whole child, including*
>
> - *self-attitude or attitude toward self*
> - *to encourage low achievers by giving sense of personal worth—doesn't mean no grades.*
> - *to find challenge at their own level.*
> - *to feel needed and contributing.*
> - *worthy use of leisure time.*
> - *to develop physical fitness to the best of their potential.*
> - *appreciate life in all its forms—because so many situations or experiences demonstrate a value to life.*
>
> *Participants again expressed their concerns regarding basic skills*
>
> - *emphasize three R's. But parents need to be educated that there is more to learning than only the three R's.*
> - *basic skills.*
>
> *Some wanted students introduced to valuing in order to*
>
> - *discern the difference between random knowledge and truth, wisdom and reality.*
> - *develop social values and morality.*
> - *develop moral values. This is basic for the rest.*
> - *acquaint and guide them with choices available.*
> - *[illegible] a mental discipline.*
>
> *Discussion groups mentioned specific subject areas. . .*
>
> - *to add bilingual programs in school (Indian, Mexican, etc.) To have a cultural background of the minority group which is at that school, to better understand them.*
> - *health and nutrition.*
> - *to develop knowledge of math, management of money, property, and natural resources.*
>
> *. . .as was preparation for adulthood*
>
> - *[illegible] roles, financial care, leisure time involvement, parenthood.*
> - *[illegible] of the changing world.*
> - *to work by actual contact in the world of work.*
> - *world of work.*
> - *we feel students need to know basic things that they need to live in the world, such as being able to read, write, add and subtract (at least).*”

Summary

The Board of Public Education wanted to continue its dialogue with the people of Montana regarding its study of basic quality education. It believed that a continuing dialogue was needed to ensure that the Board's philosophy of education reflected the beliefs, attitudes and values of Montanans. Two major methods were used to encourage involvement: wide distribution of the interim report–including questionnaires and a toll-free telephone number–together with a series of meetings conducted across the state. The meetings were viewed as the most successful method for obtaining response and actively involving people in the study. Overall, the majority of people involved in the study believes that the definition and attendant dimensions contained in the interim report are important and necessary to the schooling process.

Recommendations

Since the educational programs and policies of schools should reflect [illegible] beliefs, attitudes and values of the people, the Board of Public Education recommends that:

1. LOCAL SCHOOL DISTRICT OFFICIALS ACTIVELY AND CONTINUALLY INVOLVE COMMUNITY MEMBERS–INCLUDING STUDENTS, EDUCATORS AND PARENTS–IN THE FORMULATION AND REVIEW OF SCHOOL GOALS AND SCHOOL POLICY.

2. THE LEGISLATURE CONTINUE EFFORTS TO INVOLVE THE PUBLIC IN EDUCATIONAL POLICIES.

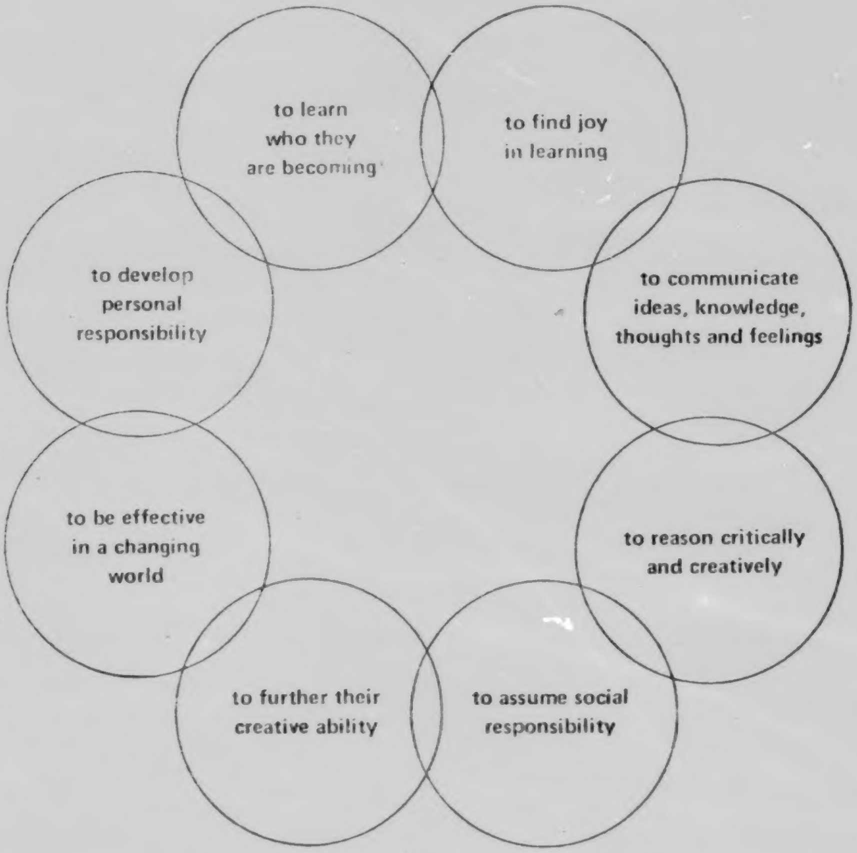
CHAPTER III

A PHILOSOPHY OF EDUCATION FOR MONTANA

The Board of Public Education has adopted the following definition of basic quality education:

A basic quality education is a process which can enable students to transform their potential into actuality.

Further, the Board has identified eight dimensions inherent to the definition. Each is of equal importance; all are interrelated. To help students transform their potential into actuality, schooling should enable them


to learn who they are becoming
to find joy in learning
to communicate ideas, knowledge, thoughts and feelings
to reason critically and creatively
to assume social responsibility
to further their creative ability
to be effective in a changing world
to develop personal responsibility

The definition and attendant dimensions constitute a student-oriented philosophy of education. They define schooling as a process which enhances the development of the total person—body, mind and feelings.

As noted in the previous chapter, the majority of the people involved in this study believe each dimension to be necessary to the schooling process. Therefore, the dimensions that first appeared in the interim report have been retained with only slight modifications. Minor changes were made to clarify two dimensions that proved most confusing.

Although comments made by people participating in the meetings constitute strong support for the dimensions, they also revealed certain concerns, namely: (1) basic skills were not sufficiently emphasized, (2) some of the dimensions could be combined, and (3) educators alone could not assume all the responsibility for helping students achieve the dimensions.

Acquiring the basic skills of reading, writing and arithmetic is inherent in the definition and dimensions. Basic skills are essential; they are vital tools which facilitate student growth and lifelong learning. The Board believes that the teaching of basic skills is one of the prime functions of schooling. The Board did not see the definition and dimensions of basic quality education as detracting in any way from the basic skills foundational in American education. Rather, members view the basic skills as permeating each dimension so that intellectual and attitudinal growth occur simultaneously, mutually reinforcing one another.

A number of persons thought that some dimensions might be combined or included with others. While the Board recognizes the interrelation of all the dimensions, it believes that each dimension covers an important area on which attention must be focused.

The Board recognizes that responsibility for helping students achieve the dimensions belongs not solely to schools but also to the family and other social institutions. The Board also recognizes that schooling is only one part of a person's lifelong education. Students do no learn in a vacuum; they are affected both intellectually and emotionally by the cumulative experiences that happen to them in and out of school. The definition and dimensions explicitly state the immediate responsibility of schooling and implicitly aid in the lifelong learning that constitutes a full education.

Dimensions

The following descriptions of each dimension further clarify concerns raised throughout the study. They also present the Board's rationale and purpose for each dimension. In addition, they incorporate ideas expressed in the interim report together with ideas from those who shared their views with the Board. Further, the descriptions indicate the interrelatedness of the dimensions.

To help students transform their potential into actuality, schooling should enable them to find joy in learning.

For the full educational development of an individual to take place, there must be desire or motivation to learn. The "joy in learning" dimension recognizes that positive attitudes and feelings toward learning make the mastery of all skills and knowledge an easier task. Students who find learning an invigorating, zestful process are usually motivated to continue learning–not just in school, but outside of it–throughout their lives. As one community member put it, "The child who enjoys learning will continue to learn."

This dimension was rated as very important by participants at the meetings; people believed in the concept. A few people, however, were uncomfortable with the word "joy"; some substitutions suggested were fulfillment, satisfaction, gratification, desire. While the word joy has been retained, the dimension includes all their ideas.

"Joy in learning" does not negate the fact that learning is often difficult. People commented that young children are eager to learn, even when the learning is difficult; they find it fun and enjoy the challenge. Yet, too often this eagerness seems to diminish the longer they are in school. The intention of "joy in learning" is to retain and enhance the natural curiosity and desire of the child to learn.

In order to achieve this dimension, many people believe two things are necessary. One is success; successful, gratifying learning experiences increase self-confidence and the desire to continue learning. Second, more attention ought to be given to the individual and how the individual learns in concert with other individuals. Since joy is different for each person, it is important that learning experiences be structured with this in mind. The potential of the learner will be realized more fully if the mastery and application of basic skills are enjoyable.

It is the hope of the Board that this dimension will instill a positive attitude toward learning that will carry throughout a person's lifetime.

* * *

To help students transform their potential into actuality, schooling should enable them to communicate ideas, knowledge, thoughts and feelings.

Basic communication skills–reading, speaking, listening, writing, visual literacy–are tools individuals need in order to explore themselves and the world in which they live. Without these skills, communication of ideas, knowledge, thoughts and feelings is impeded. "If a student can't communicate, then learning has no value," is an idea that was expressed numerous times. To many people, communication skills are "basic education."

Communication, always a two-way process, involves a sender and a receiver. Listening skills are an important part of communication. In order to emphasize this two-way process, the word "their" that originally appeared in this dimension was deleted. Students will listen and express themselves when they are communicated **with** and not simply talked **at**.

The teaching of communication skills includes feelings as well as ideas so that the emotional and intellectual growth of the student can occur simultaneously. As one parent put it, "Schools may do a reasonable job of teaching writing and reading, but seldom teach or help in exploration and communication of thoughts and feelings."

Communication skills are an integral part of every subject taught. Their mastery will assist in the fulfillment of the other dimensions.

* * *

To help students transform their potential into actuality, schooling should enable them **to learn who they are becoming**.

A sense of self-worth and self-identity gives an individual direction in life. Schools share with the home and other institutions responsibility for helping a student develop self-awareness. The fostering of students' self-worth and identity will occur in an educational system which helps students become aware of their humanness and the humanness of others along with a respect for their own dignity as human beings.

A majority of people who responded to the definition and dimensions in the interim report agreed that children's self-image and self-worth play an important role in their ability to learn; discovery of self is a basic foundation of learning. However, some people did suggest that this dimension be changed to read "to learn who they are." At the same time, people were aware that self-development is a "lifelong process," a process affected by all the experiences an individual has. It is this latter concept that the Board of Public Education wishes to express through the word "becoming." As educators structure the school environment and curriculum, they must be cognizant of the lifelong process of "becoming." The teaching of basic skills can be done in a manner that allows students to use these skills as tools to discover more about themselves, who they are, and who they are becoming. Personal responsibility and the natural curiosity to learn will be stimulated as students learn more about themselves.

* * *

To help students transform their potential into actuality, schooling should enable them **to develop personal responsibility.**

An educational system needs to foster the development of persons who, in addition to being able to make responsible judgments, can accept the consequences of those actions. Personal responsibility demands self-discipline. The development of personal responsibility requires that students be given opportunities to make decisions and, at the same time, to know they are responsible for those judgments. Students will more fully develop their potential in a system that helps them clarify their beliefs, attitudes and values, that gives them opportunities to act, and that allows them to understand the resultant consequences. This dimension recognizes the importance for students to be respected as individuals.

"A person who is not responsible to self cannot be responsible to others," was a comment made by one parent. The Board realizes that personal responsibility cannot be developed solely in school; it is also developed and influenced by the home and other institutions. The development of personal responsibility results in students who are self-directed learners.

A suggestion was made that personal responsibility could be combined with social responsibility. The Board believes that each should stand as a separate dimension, as each speaks to a separate facet of a person's development.

* * *

To help students transform their potential into actuality, schooling should enable them **to reason critically and creatively.**

Developing a student's ability to solve problems, to synthesize facts, to form hypotheses and apply ideas has always been one of the primary purposes of education. Achievement of this purpose requires that students learn how to question, be given a chance to explore many interpretations of an issue and be encouraged to be creative—to utilize the facts and figures they have accumulated.

Many individuals believe that the ability to reason critically and creatively is the main purpose for teaching basic skills. However, the Board learned that a number of people thought few students could reason creatively. Perhaps this is the result of what one parent called "too much emphasis on answering questions and not enough on questioning answers."

This dimension embraces the concepts of constructive, analytical, objective thinking. The word "critically" implies careful judgment and evaluation. Thus, critical thinking may result in either positive or negative judgments. In addition, the dimension includes creative reasoning. This latter concept calls for the application of critical thinking skills to both facts and ideas—critical and creative thinking skills are particulary important in an information-rich society such as ours. Students who can question critically and reason creatively will increase their ability to communicate, will further their self-development, and will be effective in a changing world.

* * *

To help students transform their potential into actuality, schooling should enable them to be effective in a changing world.

The ability to apply critical and creative thinking to accumulated data is important in a rapidly changing world. Learning to live in a rapidly changing society requires knowledge of how change occurs and how it affects the individual and society. Students need to be given the tools to live in a world none of us has yet experienced.

The wording of the proposed dimension "affecting a world in change" proved the most confusing to those persons participating in the study. As a result of their comments, the wording was changed. However, participants indicated their belief in the concept of students contributing to the world in which they live. As one community member said, "This is a person's maximum level of participation in society."

Students can contribute to change within the school and community. Involving them now can prepare them for participation as adults. The ability to reason and the ability to communicate are essential skills for effective participation in a changing world.

It is important to note that "to be effective in a changing world" implies the necessity for students to explore their interests, avocations, beliefs, attitudes and values. Many changes will continually affect whatever decisions students make. How they respond to change will influence their self-development and their assumption of personal and social responsibilities.

* * *

To help students transform their potential into actuality, schooling should enable them to assume social responsibility.

Helping students become aware not only of themselves but of others is one of the responsibilities of schooling. Awareness alone, however, is not sufficient; students need to translate that awareness into action. Schooling can provide students opportunities to understand and experience democratic processes. Actual experiences in democratic processes can lead to individuals who are open-minded, politically effective and concerned with justice.

"We need to be more concerned about others," was a comment frequently made by people who participated in the study. They also believe that the home aids in the development of a child's social responsibility. Social responsibility can be encouraged in students by allowing them to make more decisions within the school. Teachers can help equip students with the tools needed to assume this responsibility—the ability to reason, communicate and accept some responsibility for others.

* * *

To help students transform their potential into actuality, schooling should enable them **to further their creative ability**.

Creative ability does not refer only to "the arts." It involves an entire approach to learning and to life. There was a feeling among participants that schools have not fostered the creative abilities of students, that in many instances, the schools have, in fact, stifled them. This dimension is based on the belief that all people are creative, and creativity needs to be nurtured within an educational system so that new approaches to learning and living can be explored.

One teacher commented, "As professionals, we are afraid of creativity because we don't understand it. If we allowed for more creativity, perhaps the rest of education would fall into place."

Encouraging creativity can make the schooling process more enjoyable for students and teachers. It can increase self-development as it nurtures the problem-solving capabilities of the individual. For this to happen, the creativeness of each person should be recognized. Each person is uniquely talented, and these talents must be developed and used. They are essential to a world which is changing rapidly and which demands a variety of talents for a creative existence.

Summary

The definition and attendant dimensions of basic quality education are interdependent. Each dimension is of equal importance. They comprise a student-oriented philosophy of education for Montana, addressing the question: "What should students be as a result of the schooling process?" The philosophy, reflecting the views of Montanans who participated in the study, provides direction for public schooling in Montana.

Recommendations

As a significant step toward implementing Article X, Section I, of the 1972 Montana Constitution that states, "It is the goal of the people to establish a system of education which will develop the full educational potential of each person," the Board of Public Education recommends that:

3. LOCAL SCHOOL DISTRICTS CONSIDER THIS PHILOSOPHY OF BASIC QUALITY EDUCATION ADOPTED BY THE BOARD IN REVIEWING THEIR WRITTEN PHILOSOPHIES OF EDUCATION.

4. LOCAL SCHOOL DISTRICTS IDENTIFY CURRICULUM NEEDS RELATED TO THE DEFINITION AND DIMENSIONS OF BASIC QUALITY EDUCATION.

CHAPTER IV

NEEDED REGULATORY CHANGES

Introduction

At present, the general framework for education in Montana is provided by the school laws of Montana (Title 75, R.C.M. 1947) and the standards for accreditation of Montana schools. Though both were discussed briefly in the interim report, it seems appropriate to continue that discussion.

Legislatively Mandated Curriculum

Early regulations and guidelines for education in Montana were statutory. Today, statutes still outline several subjects to be taught in elementary, middle, junior high and high schools.

Section 75-7503, R.C.M. 1947, states:

> All elementary schools shall be taught in the English language. Instruction shall be given in reading, penmanship, mathematics, language arts, social sciences, science, health, physical education, music and art. Instruction may be given in additional subjects when approved by trustees.

Section 75-7504, R.C.M. 1947, states:

> All middle schools, junior high schools and high schools shall be taught in the English language. Instruction shall be given in accordance with the requirements of the standards of accreditation adopted by the board of public education. Such standards shall require instruction in English, American history, American government, mathematics, science, health and physical education. Instruction may be given in additional subjects when approved by the trustees.

Other subject areas specified in the statutes relate to conservation, dating from 1887 (§75-7509); alcohol and drug abuse, dating from 1903 (§75-8901); music, dating from 1951 (§75-7508); and traffic education, dating from 1965 (§75-7901). In some instances, specific courses are required; in other instances, the instruction may be integrated into related courses.

Since statutes do prescribe certain courses to be taught in schools, it has been suggested that perhaps a broad framework for education in Montana can be drawn from them by inference. However, the statutes still do not answer these questions: Why should students study these subjects? What is the purpose of our schools? What should schools be accomplishing for their students? Hence, the Board concludes that the statutes in themselves do not define basic quality education. Moreover, the Constitution requires the Board to exercise general supervision over the public school system; therefore, the Board should have the authority to establish and waive curriculum requirements as the need arises.

Ideally, curriculum and school experiences reflect the needs of the people. Individual school districts may have specialized needs that can be met only by offering specific curriculum. Due to the numerous courses currently mandated by state law, it is often difficult for a local school district to offer additional courses it deems necessary. In addition, recent experience in Montana has proved that school districts and teacher training institutions have been ill-prepared—both programmatically and fiscally—to implement all the courses legislators mandate or consider mandating. Therefore, determining broad curriculum requirements at the state level should be the province of the Board; it meets more frequently than does the legislature, and its sole business is education.

Accreditation Standards

The Board of Public Education and the Superintendent of Public Instruction share responsibility for setting state guidelines for public education in Montana. The standards for accreditation of Montana schools—adopted by the Board on the recommendation of the Superintendent—are the other major source of state regulations regarding schools.

In general, the standards relate to the administration of schools, school personnel, the school program and school facilities. Where necessary, the standards reflect statutory provisions. The standards specify, and thus answer, the minimum requirements for a host of questions including these: At what student ratios must principals, counselors, teachers or librarians be employed? How many resources should be in a school library? Are facilities adequate, healthful and safe? What courses does a student need in order to graduate? Generally, the standards are concerned with the organizational structure and the setting in which the learning process takes place.

A major section of the standards outlines a minimum program of instruction for schools. For example, the following citation from the standards shows the minimum program of studies for a junior high school.

> 313.2 Junior High School:
>
> Each junior high school must offer the course work listed below.
> Language arts: 3 years. Social sciences: 3 years. Mathematics: 3 years. Mathematics offerings are to include both algebra and general math in grade 9.

> Science: 3 years. Health and physical education: 3 years. Fine arts: music for 3 years; art for 3 years. Practical arts: 2 years. Practical arts includes home economics education and industrial arts. Drug and alcohol abuse. In grade 9, units of credit must meet high school requirements as described in Standard 312.1.

The Board recognizes that the accreditation standards do not fully describe basic quality education. Rather, the standards "establish a measure of adequacy by specifying for schools the 'minimums' upon which a quality educational program can be built."[1] Further, in addition to outlining minimum programs of studies for schools, the standards frame the organizational structure and suggest the atmosphere in which basic quality education can occur. Beyond these major purposes, the standards and the accreditation process determine eligibility for state equalization aid (a non-accredited school is not eligible for such aid) and guarantee students the benefits of attendance in accredited schools.

The standards were revised for the first time in ten years in 1971, and the Board in 1973 adopted a policy for continuing review:

> Integral to the process [of review] were three major premises:
> 1) that standards cannot be static if they are to reflect changing educational concepts and goals, 2) that more qualitative measures needed to be introduced and 3) that self-evaluation and long-term educational planning should be reflected. . . . Believing that periodic review of the standards is vital, the Board regularly will entertain recommendations for revision of the standards on a biennial basis each even-numbered year.[2]

The Board is currently engaged in the first steps of its biennial review of the standards which will be completed in March 1976. Since the definition and dimensions do describe basic quality education, the Board plans on revising the standards to provide local school districts flexibility to develop programs designed to reflect and facilitate basic quality education.

Summary

At the present time, education in Montana is prescribed by state statutes and state standards for school accreditation. Neither the statutes nor the standards define basic quality education. Determining broad curriculum requirements for the state should be the province of the Board. Further, the Board plans on revising the present accreditation standards to reflect more fully the definition and dimensions of basic quality education.

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[1] *Standards for Accreditation of Montana Schools,* Second Edition. Preface, 1973.

[2] *Ibid.*

Recommendations

So that the Board of Public Education will not be impeded in exercising its constitutional duties and responsibilities for public schools, it recommends that:

5. THE MONTANA LEGISLATURE REPEAL ALL STATUTES MANDATING CURRICULUM.
6. THE MONTANA LEGISLATURE REFRAIN FROM MANDATING CURRICULUM.

CHAPTER V

EDUCATION: A SHARED PROCESS

Introduction

The definition and dimensions of basic quality education constitute a philosophy of education for Montana. The Board encourages local school districts to reflect this philosophy in their policies and to provide basic quality education for students. Since education is truly a shared process, providing basic quality education will require not only effort on the part of educators but also on the part of students and community members.

Commonly, education has been defined as the art of schooling. While the terms "education" and "schooling" are frequently used interchangeably, they are not synonymous. As expressed earlier, schooling is but one facet of a person's lifelong education. Yet, it is often implied that there is only one way to become educated, one way to reach maturity, one way to become a respectable citizen: by attending school for at least twelve years. Schools provide the formal structure in which the education of youth can begin. Schooling is intended to give youth the skills, capabilities and understandings needed to make the transition to adulthood and continue lifelong learning.

The initial responsibility for instruction and school environment rests with public school educators and teacher training institutions. However, community members and students also share in the responsibility. This chapter discusses the effect the definition and eight dimensions can have on the present schooling process as well as various methods in which responsibility for schooling can be shared.

Community Participation

In recent years, the purpose, effectiveness and organizational structure of schools have been the subject of nationwide debate and criticism. As a result of these concerns, a number of citizen groups have been formed. While their specific purposes may vary, these groups generally are asking for a more active voice in school policy. As public institutions, schools should both serve the public and involve it in the schooling process. Many schools in Montana already exhibit ways in which the public can be involved.

Community members should be encouraged to help schools establish and implement policies which further development of basic quality education. Advisory committees are one method for facilitating this shared responsibility. Another forum is the school board meeting. These meetings provide opportunities for school administrators to inform the public regarding school goals and activities while at the same time to learn from the community its views. Effecting basic quality education requires educators and community members to work together.

Another way for community members to become involved in schooling is for them to assist with the instruction of students. Many schools welcome volunteers to help with individual or small-group instruction, library work, clerical tasks and extracurricular activities. Community members could also give lectures, hold seminars or teach mini-courses in areas of their expertise. The willingness of community members to actively involve themselves in the schooling process provides students with a practical example of social responsibility.

In addition, the community can provide schools with alternative and supplemental learning forums and experiences for students such as businesses, professional offices, laboratories, clinics and museums. Alternative learning experiences offer students the opportunity to reason critically and creatively, to develop personal responsibility and to become aware of the changing world of work. Positive attitudes toward learning are, can and should be mutually fostered by the school and community working together.

School Environment

The atmosphere in which schools provide instruction is as important as the instruction itself. The school environment, often characterized as the hidden curriculum, refers to the way students are taught, to the manner in which they are treated, to the atmosphere which pervades the entire school—in short, all aspects of the schooling process other than the formal subject area content. Responsibility for setting the tone of the school environment belongs to all who are involved—local trustees, administrators, teachers, students, instructional aides, counselors, librarians, cooks and janitors. Each influences the atmosphere in which students learn formally and informally.

A school environment which is supportive of individual student needs can be a forceful aid in the development of individual human dignity. The school environment should convey an openness to others' views, a respect for others' rights, a sense of justice, and a concern for people. A supportive school environment encourages individuals to inquire, to question and to exchange ideas; in addition, it fosters personal responsibility. Thus, the school environment either promotes or negates basic quality education.

The school environment is critical to the learning process. In recent years, students have voiced concerns regarding school environment, saying that it often exemplifies arbitrary authority, required completion of assigned tasks with no salient purpose, and detached custodial care. The organizational structure of a school and the classroom environment are significant factors in determining whether or not basic quality education is achieved.

The Classroom

Generally, students spend 180 days in school each year, with the majority of their school time spent in the classroom. Therefore, it is primarily in the classroom where basic quality education occurs. It would be absurd to suggest that offering eight additional courses on the dimensions would ensure basic quality education. Rather, implementation of basic quality education means incorporating the philosophy into the curriculum and school experiences.

The philosophy is based on the belief that intellectual growth occurs only with emotions being involved. Classes should be structured recognizing that intellectual and emotional growth are inseparable. How can a teacher structure the content of an English, math or shop class so that a student develops intellectual and emotional maturity? What resources are available? As a partial answer to this need, a teacher's guide to in-depth resources has been developed.[1] Of course, the use of resources in and of itself will not guarantee that the subject matter presented is facilitating a humane education. Educators who are committed to the idea that the development of the total child is important will strive to reflect this commitment in their classroom curriculum experiences in a variety of ways.

Traditionally, students have been the recipients of information and skills. The student role has been mainly a passive one. As stated in the recent *Report of the Panel on Youth of the President's Science Advisory Committee:*

> Perhaps a basic characteristic of the school as a social system nearly everywhere is that the student role is essentially passive. . . .But the passivity seems to take on new qualities when it is shared among a very large number of young people, prolonged over many years, and involved in relations with specialized teachers who know little about the students as individuals. And the deepening passivity promotes counterforces: a seeking by the young of autonomy and activity in the world of their own—the youth culture—and a highly resentful reaction to what they are asked to do as students.[2]

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[1] A *Teacher's Resource Guide*, developed by the Superintendent of Public Instruction in conjunction with the Board of Public Education as a result of the Basic Quality Education study, is available on request.

[2] Coleman, James S., et al. *Youth: Transition to Adulthood: Report of the Panel on Youth of the President's Science Advisory Committee.* (Chicago: University of Chicago Press, 1974), p. 81.

This passive role will change when students become actively involved in the learning process—experiencing as well as perceiving, speaking as well as listening, integrating ideas with feelings.

In essence, then, one role of a classroom teacher is that of developing course content that relates to students' beliefs, attitudes, values, emotions, and interests. Some teachers might want additional training in developing course content that reflects the philosophy of basic quality education. For some, training will add to present skills; for others, it will be an introduction to new ideas and methods. Inservice training programs should provide teachers with experience in techniques and methods for facilitating and integrating emotional and intellectual growth. The training programs currently provided by some school districts in Montana could serve as models for schools wanting similar programs. In addition, training for prospective teachers should focus also on methods that facilitate basic quality education. In light of this, a brief examination of the present standards for training and certification follows.

Teacher Training

At present, the program of training for a prospective teacher is determined by the course requirements of an approved teacher education program of an accredited college or university together with state certification laws and requirements. Teacher training institutions in Montana develop and approve their own individual programs. In developing programs, each institution is guided by the policies[3] that have been adopted by the Board of Public Education in conjunction with the Superintendent of Public Instruction, and by certification laws.[4] It should be noted that certification laws and policies do not specify the curriculum a prospective teacher must take. Therefore, each teacher training institution decides for itself what courses will be required of prospective teachers. Teacher certification depends in part on successful completion of those course requirements.

Greater flexibility is needed in the course of studies prescribed by teacher training institutions. At present, a prospective teacher must take certain courses, a specified number of units and attend an accredited institution. But there is an increasing number of individuals who possess the abilities, skills and talents to teach even though they have not graduated from an accredited teacher training institution. Many persons have equivalent experiences which provide them with the same competencies as those possessed by people who have taken the prescribed program at a teacher training institution. Teaching certificates should not be denied to these individuals, or much talent and expertise will be wasted.

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[3] See *Certification of Teachers and School Administrators in Montana*, Sixth Edition. Office of the Superintendent of Public Instruction, July 1973.

[4] §75-6001 through §75-6010 R.C.M. 1947 delineate the certification laws and the authority and responsibility for carrying out the laws.

The publication of this report provides an opportune time to further examine questions such as "What makes a good teacher?" "What should constitute required teaching competencies?" Answers to these questions can contribute additional ideas to be used for a re-evaluation of teacher training programs and attendant certification processes. In exploring these questions, all segments of the public, including educators, should be brought together to share ideas and come to consensus on teaching competencies as related to basic quality education.

The Board hopes that an examination of teaching competencies will focus on the experiences and skills needed to develop teachers—teachers who can foster in students a willingness to accept responsibility for their learning and an awareness of themselves and the world in which they live.

Agreed upon teaching competencies will affect teacher training institutions, since their programs will need to reflect these competencies. In the meantime, teacher training institutions can accelerate their role in influencing the decisions being made. Demand for additional teachers has lessened considerably; therefore, teacher training institutions may now concentrate greater effort on improving training programs. They can devote more time to developing better methods for screening potential teachers, experimenting with varied learning techniques, discovering more about the skills and abilities required for successful teaching and learning, assisting in the training of teachers already in the classroom, and finding creative approaches to teacher training. It is important that teacher training institutions assume a more active role in helping teachers implement basic quality education in the schooling process.

Summary

Schooling is one facet of education, whereas education encompasses a person's total life experiences. The initial responsibility for instruction and setting school environment rests with public school educators and teacher training institutions. However, community members and students also share in this responsibility.

The school environment or hidden curriculum is as important as the instruction that takes place in classrooms. It is necessary that the school environment reflect the intent of the definition and dimensions of basic quality education. In order for classroom teachers to effect basic quality education, they need to have materials, resources and training. Above all, they must be committed to facilitating the growth of the whole child.

Training programs for prospective teachers are determined by the course requirements of an approved teacher education program of an accredited college or university together with state certification laws and requirements. These requirements should be re-evaluated in light of the definition and dimensions. When teacher competencies have been established, they will affect the requirements of teacher training programs. Teacher training institutions can play a significant role in preparing teachers to implement basic quality education.

If basic quality education is to be effectively implemented across the state, community members, students, educators and teacher training institutions must share the responsibility.

Recommendations

In order the effectively implement the definition and dimensions of basic quality education in local school districts throughout Montana, the Board of Public Education recommends that:

7. TIME BE SCHEDULED BY SCHOOL BOARDS FOR COMMUNITY MEMBERS TO PRESENT THEIR CONCERNS.

8. ALL SCHOOL BOARD MEETINGS BE OPEN, IN CONFORMANCE WITH STATE LAW, AND BE PUBLICIZED.

9. LOCAL SCHOOL DISTRICTS EXAMINE THEIR SCHOOL ENVIRONMENT TO DETERMINE IF IT IS CONDUCIVE TO THE IMPLEMENTATION OF BASIC QUALITY EDUCATION.

10. LOCAL SCHOOL DISTRICTS INVESTIGATE ALTERNATIVE LEARNING ENVIRONMENTS AND OPPORTUNITIES BOTH WITHIN AND OUTSIDE THE SCHOOL AS A FURTHER MEANS OF MEETING THE PARTICULAR NEEDS OF ITS STUDENTS.

11. LOCAL SCHOOL DISTRICTS DESIGN AND OFFER INSERVICE TRAINING TO PROVIDE TEACHERS WITH THE CAPABILITIES AND SKILLS NEEDED FOR IMPLEMENTING BASIC QUALITY EDUCATION IN THE CLASSROOM.

12. TEACHER TRAINING INSTITUTIONS DEVELOP PROGRAMS:

    A. OF INSERVICE TRAINING FOR TEACHERS TO FACILITATE CLASSROOM IMPLEMENTATION OF BASIC QUALITY EDUCATION, AND

    B. TO PREPARE PROSPECTIVE EDUCATORS FOR TEACHING WITHIN THE FRAMEWORK OF BASIC QUALITY EDUCATION.

13. POSTSECONDARY INSTITUTIONS IN THE STATE REVIEW THEIR APPROVED TEACHER TRAINING PROGRAMS TO ENSURE STATEWIDE UNIFORMITY IN COURSE REQUIREMENTS.

14. THE SUPERINTENDENT OF PUBLIC INSTRUCTION, THROUGH CONTINUING INSERVICE TRAINING PROGRAMS, PROVIDE ASSISTANCE TO LOCAL SCHOOL DISTRICTS FOR IMPLEMENTING BASIC QUALITY EDUCATION.

15. INTERESTED PERSONS EXAMINE THE QUESTION OF WHAT CONSTITUTES TEACHING COMPETENCY. AS A CONSEQUENCE, TEACHER TRAINING PROGRAMS AND CERTIFICATION REQUIREMENTS SHOULD BE UPDATED TO REFLECT THE TEACHING COMPETENCIES AGREED ON.

16. THE BOARD OF PUBLIC EDUCATION AND THE BOARD OF REGENTS EXPLORE AND PRACTICE COOPERATIVE EFFORTS IN THE AREAS OF:

    A. REVIEWING TEACHER EDUCATION PROGRAMS AT PUBLIC AND PRIVATE COLLEGES IN THE STATE; AND

    B. REVIEWING PROCEDURES OF PROGRAM APPROVAL USED BY TEACHER TRAINING INSTITUTIONS.

CHAPTER VI

FINANCE

Introduction

When the Senate requested the Board of Public Education to prepare a definitive description of basic quality education, it stated that it would use this description "in consideration of future budgetary schedules for public education."

The description of basic quality education is expressed in the definition and dimensions developed by the Board. It is broad enough to allow for a variety of financial interpretations. Rather than choosing one interpretation and working to fix a dollar cost on the definition and dimensions—a virtual impossibility—the Board decided to make several recommendations which it believes would be appropriate for the financing of public education in Montana. Adequate financing of schools alone, of course, will not guarantee basic quality education.

A prime concern of the Board is to see that adequate funding is available to local school districts for carrying out their educational programs and implementing basic quality education. As the Board explored the problem of school finance, it considered national trends, current Montana practices and local district needs. Based on information gathered, the Board formulated several recommendations.

National Trends Affecting School Finance

Equity. In recent years, there has been much discussion as to the purpose and effectiveness of the public school system. Numerous reports have appeared on this subject, some stimulating major educational reforms. As reforms have been enacted into law, legislators and state courts have questioned the implications the reforms have for financing public education. The questions focus on two basic issues: (1) monies for public education are often inadequate; and (2) available funds are generally distributed so that the individual needs of children are not being met.[1]

A partial solution to these problems can be found in the concept of "fiscal equity." "Fiscal equity," "resource equity," and "fiscal neutrality" are all terms describing a financial system in which money is allocated on the basis of student need and not on the basis of community or district wealth. Several states have adopted legislation based on this concept.

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[1] National Education Finance Project, *Future Directions for School Financing* (Gainesville, Florida: National Finance Project, 1971), p. 1.

California set a precedent for fiscal reform in the case of *Serrano v. Priest.* In that case, the state supreme court decided that equal educational opportunity is a "fundamental interest" for all children.[2] This decision placed the opportunity for each child to an equal education on a level comparable to other constitutional rights, such as freedom of speech.

In summarizing the situation, the California courts decided that "the major determinant of educational expenditures was the wealth of a school district as measured by the assessed value of its real property, . . .and the amount of money available to a school district was a key factor in the ability of the district to produce a high-quality educational program. . . ."[3] In essence, the court found that wealthier districts can more easily provide their students with a quality education. As a result of the decision in the *Serrano* case, fiscal reform attempting to achieve fiscal equity is still taking place in California.

In the related case of *Robinson v. Cahill*, the New Jersey Supreme Court decided that ". . .discrepancies in dollar input were sufficient criteria for determining differences in educational quality."[4]

Significantly, eleven states have suits similar to these pending; in addition, most states have financial systems susceptible to cases like *Serrano* and *Robinson.*[5]

Comprehensive fiscal reform legislation became operational in Maine on January 1, 1974.[6] Many states have introduced reforms covering some portions of their schools' total expenditures while excluding others. Reform in Maine, however, equalizes all school expenditures, including special and vocational education, transportation and building costs. In addition, Maine will limit local add-ons to 2.5 mills per year, and these will be "power-equalized" in that the state will guarantee $50.00 per pupil per mill irrespective of property value. Any local yield above this amount will be placed in the state treasury, and any local deficiencies will be paid from this fund. The effect is to make all districts equal in their power to raise dollars for schools.

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[2] *Serrano v. Priest,* 5 Cal. 3d 584, 96 Cal. Rptr. 601, 487 P. 2d 1241 (Sup. Ct. Cal. 1971) and Mem. Opinion Re Intended Decision, *Serrano v. Priest,* No. 938, 254 (Super. Ct., Los Angeles, Cal., filed April 10, 1974), p. 23. Hereinafter referred to as Mem. Opinion, *Serrano.*

[3] Mem. Opinion, *Serrano,* p. 8.

[4] "Equity in School Finance: Fundamental Right?" *Compact,* May/June 1974, p. 28.

[5] *Ibid.*

[6] Chapter 556, Laws of Maine 1973; 20 M.R.S.A. Secs. 3711-3713.

(The method of "district power equalizing"[7] can equalize the taxing power of school districts. In this method, the tax base of each district is standardized to depend on financial need determined by student enrollment. For every district, the state *guarantees* the same amount of revenue per student per mill. The amount of revenue per student depends only on "tax effort" of the district as measured in mills, not on local property wealth. In the simplest situation, the guaranteed rate per student per mill is set at the statewide average[8] and the state treasury is merely a mediator between poor and wealthy districts.)

Over a three-year transition period in Maine,[9] the dependence of school finance on statewide property taxes (traditional in most states, including Montana) will be reduced to 40 percent. Montana is one of many states—others include Kansas, New Mexico, Florida, Wisconsin, and Michigan—that has enacted legislation which has brought greater equity to the collection and the distribution of school finances.

Special Programs. Changes in fiscal policy also are reflected in how funds are allocated for students with special needs. Programs for disadvantaged and handicapped children, for vocational and adult education and for students with special needs all cost more than regular elementary and secondary school programs. Some states now provide districts funding proportional to the number of students having high cost needs. Florida, South Dakota, Delaware, Mississippi, Texas and Kentucky are among the states that do this. In Florida,[10] the cost factor calculations are complicated but comprehensive. A regular student in grades 4-10 is assigned a value of 1.00. All other students are assigned a higher value proportional to the cost estimated for their needs. For instance, special education students who are homebound have a cost factor of 15.00—fifteen times that of the average child in grades 4-10. Regular students in grades 11-12 have a cost factor of 1.10.

This fairly comprehensive finance model, developed by the National Education Finance Project,[11] also was used as the basis for a new finance plan in New Mexico. The program enacted in New Mexico this year links the state's share of public school finance

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[7] W. Norton Grubb, *New Programs of State School Aid* (Washington, D. C.: National Legislative Conference, 1974), pp 58-60 and brief for the Urban Coalition and the National Committee for Support of the Schools as Amici Curiae at 39-41, *Serrano v. Priest*, 5 Cal. 3d 584, 484, P 2d 241, 96 Cal. Rptr. 601 (1971).

[8] See Appendix E, Table E-1, for the Montana statewide average of taxable valuation per ANB for 1974-1975.

[9] In Maine, state support amounted to approximately 33 percent of the total public education cost in 1973-1974. The legislature declared its intent to provide 60 percent of the total cost of education from state tax sources and it implemented the increase to 50 percent in 1974-1975. Thus, the dependency on statewide property taxes will eventually be reduced from 67 percent to 40 percent.

[10] Institute for Educational Finance, *Cost Factors of Education Programs in Florida* (University of Florida, Gainesville, Florida, 1974) p. 54.

[11] National Educational Finance Project, *Alternative Programs for Financing Education,* Volume 5, (Gainesville, Florida: 1971), National Educational Finance Project, p. 156+.

to the cost differential for each particular segment of the school program.[12]

Total Cost. School finance policies are changing for other reasons, including inflation. The total cost of education is continually growing, both because more money is needed to guarantee better programs and because teachers' salaries have been expanding to match other professional salaries. Figures released by the National Education Association show an increase of 37 percent in teachers' salaries between 1960-1961 and 1970-1971, discounting inflation.[13]

In addition, greater resources are being used to evaluate the cost effectiveness of the school system itself. There have been experiments in which a variety of business administration techniques have been adapted to school administration in an effort to increase the accountability of schools with respect to pupils, administrators, teachers, curriculum and finance. Such increased accountability is accompanied by increased costs for record keeping and administration.

Enrollment. Any change in the number of school age children is promptly reflected by school enrollments. Thus, the 35 percent decrease in the annual number of births in Montana from 1959 to 1973 has already caused enrollment decreases in the lower elementary grades. Fall enrollment in elementary schools (grades K-8) dropped 4.8 percent in the past four years.[14] While decreased birth rates have not yet affected high school enrollments in Montana, it is projected that these enrollments also will begin to decline two years from now.

The pattern observed in Montana appears to parallel national trends. It is projected that by 1982, total enrollment (grades K-12) will decrease nationally by 10 percent.[15] This decrease will take place despite an increased emphasis on early childhood education that is resulting in increased enrollments in kindergarten and nursery schools.[16]

Enrollment trends at the state and national levels do not necessarily reflect the problems of individual school districts. Population movements within and between states will continue to create fiscal needs in school districts despite an overall decrease in student population. In many cases, capital expenditures will be the major financial problem. Costs of education also will rise due to increasing enrollment in pre-schools. On the other hand, school districts with sharply decreasing enrollment may have to reduce their budgets—a task which is often more difficult than meeting the needs of an expanding school system.

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[12] Chapter 8, Laws of New Mexico 1974.

[13] National Education Association, *Financial Studies of the Public Schools - 1971* (Washington, D.C.: National Education Association, 1971), p. 15.

[14] Office of the Superintendent of Public Instruction, unpublished data.

[15] Martin M. Frankel, *Projections of Educational Statistics 1982-1983* (Washington, D.C.: U.S. Government Printing Office, 1974), p. 21.

[16] *Ibid.*

School Finance in Montana

Current Status. The first major attempt by the state of Montana to equalize state aid to schools dates back to 1949 when the legislature enacted the foundation program for schools. Prior to that time, schools were financed primarily through local district taxes.

The total budgeting process is complex; therefore, only a brief overview is presented here. At the present time, public elementary and secondary schools in Montana are supported through various revenue sources established by state law. Although the entire school operation is supported through 17 different funds, the general maintenance and operational costs of schools are supported by the general fund of a district.[17] Other major funds include transportation, debt service, building and retirement.[18]

State statutes allow a local board of trustees to adopt a general fund budget of a certain amount without voter approval based on the ANB[19] of the previous year. This amount is defined as the maximum general fund budget without a vote, hereinafter referred to as "maximum general fund budget." Since 1967, the foundation program has comprised 80 percent of this maximum general fund budget, and the state guarantees support which will match that level through county and state equalization funds. The foundation program amount is also the **minimum** level of expenditures which a district must budget in order to be eligible for state equalization funds. The difference between the foundation program level and the maximum general fund budget is the permissive levy amount.

In most school districts, trustees must utilize the entire permissive area of the budget to provide sufficient funds to operate their schools. State law authorizes the trustees to levy up to 9 mills on the taxable valuation of an elementary district and 6 mills on the taxable valuation of a high school district. When such levies provide less than the total revenue needed for the permissive area of the budget, the state supplies the remaining amount through a statewide permissive levy.

Whenever it is necessary to adopt a budget which exceeds the maximum general fund budget, a board of trustees must secure approval from the voters of the district to impose a "voted levy" to raise the revenue to support that portion of the budget.

Statutory schedules, which set the maximum general fund budget for varying sizes of elementary and high schools, have been reviewed and increased by the legislature over the intervening years since their enactment in 1949. The latest schedule revision and increase was in 1974. Even with the latest revision, however, the foundation program still does not support the kinds of educational programs that school districts throughout the state have chosen to develop for their students. A large majority of school districts uses both the district and state permissive levies to finance their general fund budgets. Further, a majority of school districts needs a voted levy to support their total general fund budgets. In fact, in 1974-1975, 96.4 percent of all high school districts in the state had voted levies, while 71.1 percent of all elementary districts had voted levies.[20] Obviously, school districts have chosen to offer educational programs that require greater support than that available through the foundation program.

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[17] See Appendix E, Table E-2, for school district general fund revenue sources.

[18] See Appendix E, Table E-3, for summary of expenditures from school district funds for 1972-1973. At the time this report was printed, data for the 1973-1974 school year was being processed.

[19] ANB stands for Average Number Belonging, a statutory formula based on enrollment attendance and absence during the school year.

Recent Changes. Four changes legislatively enacted in 1973 placed Montana among the national leaders in moving toward fiscal equity. First, the county levies of 25 mills for elementary equalization aid and 15 mills for high school equalization aid are now mandatory. Second, if these taxes bring in more money than is required for county equalization, the surplus is deposited in a revenue fund earmarked for state equalization aid. This process of "recapture" is an important feature of fiscal equity. Third, legislation enacted in 1973 limited the permissive levy rates to 6 mills for high school districts and 9 mills for elementary districts. This latter provision, in particular, has benefited those districts with low taxable valuations which includes most high school districts and about 46 percent of the elementary districts. Fourth, the state Department of Revenue now has authority to supervise all property assessment throughout the state. This is a most important provision, as all of the new legislation--intended to achieve equalization between property-rich districts and property-poor districts--depends on uniform and fair assessment procedures.

While these changes have constituted significant steps in bringing equity to school finance, it is still possible to identify major areas of school finance that depend entirely or to a great extent on local wealth. The entire voted levy amount is supported by district revenues--primarily property taxes. The voted levy amount made up 23 percent of all general fund budgets in 1974-1975, and that percentage has been increasing.

Transportation is supported by district, county and state funds; but neither the county share nor the district share have been equalized, and state support is less than 20 percent of the total. In addition, school districts must bear all expenses for major school construction and for purchase of land since there is no state or county support. The Board believes that such school expenditures supported solely by local property taxes lack equity.

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[20] Appendix E, Table E-4, illustrates the number of school districts using voted levies in 1974-1975.

Local Control. The Montana Constitution guarantees "equality of educational opportunity" to each person of the state. It directs the legislature to "provide a basic system of free quality public elementary and secondary schools [and to] fund and distribute in an equitable manner to the school districts the state's share of the cost of the basic elementary and secondary school system."[21] It also directs that "the supervision and control of schools in each school district shall be vested in a board of trustees. . . ."[22] In keeping with this latter provision, the Board believes that locally elected boards of trustees must retain significant control over school district budgets. At the same time, the Board believes that further fiscal reform is still needed to remove those restrictions on school board decisions caused by district property values; boards of trustees should have the same options available to them irrespective of local property wealth.

In the 1974-1975 school year, voters statewide approved and paid for budgets averaging more than 30 percent above the maximum general fund budget With so much dependence on local revenues, it is clear that poorer districts do not have the same options as wealthier districts.

Local Variations. Across the state there are wide variations in school district expenditures, even among districts of the same size.[23] The question, "How much does it cost to provide a quality education?" does not have just one answer; however, the people of each school district have attempted to answer that question for their situations, and it is worthwhile to closely examine district expenditure patterns. For example, among the elementary districts with 20 to 25 ANB, expenditures per ANB range from $400 to $2,000. Similarly, for high school districts with about 100 ANB the expenditures per ANB range between $900 to $1,400.

In general, fixed overhead charges cause small schools to cost more per student, and most high school programs cost more than those in elementary schools. These facts have been recognized in the statutory schedules established for maximum general fund budgets.[24] However, recent schedule increases have been calculated either on a fixed percentage basis or on the basis of a fixed dollar amount increase for each ANB. As a result, the schedules do not reflect current expenditure patterns.

Statistics are useful in studying patterns and trends. One technique[25] allows simultaneous analysis of expenditures per pupil for many districts and produces a single relationship, which is similar to an average, that can be used to predict typical expenditures for school districts. Since small elementary districts tend to add a second teacher when enrollment is more than 15 ANB and yet another for enrollments above 40, there are sharp expenditure jumps at these points. The schedules establish seven district-size categories for elementary districts and seven more for high school districts.[26] The analysis may be forced to conform to these arbitrarily established categories.

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[21] Article X, Section 1, *Constitution of the State of Montana,* 1972.

[22] Article X, Section 8, *Constitution.*

[23] See Appendix E, Tables E-5 and E-6, for the general fund expenditures per ANB for elementary and high school districts for 1972-1973. At the time this report was printed, data for the 1973-1974 school year was being processed.

[24] Section 75-6905, R.C.M. 1947.

[25] Multiple linear regression may be used to estimate the parameters of an equation by minimizing the sum of squares of residuals (least squares fit).

The predicted expenditures per ANB[27] may be compared readily with expenditure levels provided for by the maximum general fund budget. This comparison for fiscal year 1973[28] reveals that the very smallest elementary school districts in Montana received a disproportionately large share of support, and that medium-sized and large districts did not receive enough support. Recent expenditure patterns also establish that large high school districts and those near the 100 ANB size have been supported at a relatively low level.

Summary

National trends in school finance have centered on two major issues: (1) monies for public education are often inadequate; and (2) available funds are generally distributed so that individual student needs are not being met. Fiscal equity is one means toward solving these problems. However, the costs of programs for students with special needs, the effect of inflation on the overall cost of schooling and the decline of enrollment all affect the problem of how to adequately fund public schooling.

At present, public schools in Montana are supported through various revenue sources established by state law. However, the majority of school districts in Montana need voted levies to support their educational programs. This places a greater burden on those districts with low taxable valuation. Legislative changes enacted in 1973 attempted to solve this problem. There are still major areas of school finance, such as transportation and construction, that depend to a great extent on local district wealth. Also, schools with the same ANB vary greatly in their expenditures. Further, state support of local school districts with varying ANB is not proportional.

The Board commends the recent changes in school finance that have increased statewide fiscal equity. It supports a continuing effort to eliminate remaining inequities within the total structure of finance for public education.

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[26] For example, the seven high school categories are 1-24, 25-40, 41-100, 101-200, 201-300, 301-600 and greater than 600 ANB.

[27] See Appendix E, Tables E-5 and E-6 for the 1972-1973 predicted expenditures per ANB. At the time this report was printed, data for the 1973-1974 school year was being processed.

[28] See Appendix E, Tables E-7 and E-8 for the 1972-1973 predicted expenditures per ANB as related to the statutory schedules. At the time this report was printed, data for the 1973-1974 school year was being processed.

Recommendations

Based on the belief that it is the responsibility of the state of Montana, and in particular the responsibility of the legislature, to provide an equitable finance system for public education in Montana, the Board of Public Education recommends that:

17. THE LEGISLATURE ADJUST THE FOUNDATION PROGRAM SO THAT THE SCHEDULES REFLECT ACTUAL COSTS OF SCHOOLING BY SUPPORTING A UNIFORM PERCENTAGE OF ACTUAL DISTRICT EXPENDITURE LEVELS FOR VARIOUS DISTRICT SIZES.

18. THE LEGISLATURE FINANCE THE FOUNDATION PROGRAM BY:

    A. PROVIDING AN INCREASED STATE PORTION OF EDUCATIONAL EXPENDITURES;

    B. FUNDING SUCH INCREASES FOR SCHOOLS FROM THE STATE'S GENERAL FUND RATHER THAN FROM STATEWIDE PROPERTY TAXES.

19. THE LEGISLATURE INCREASE TRANSPORTATION SCHEDULES SO THAT THE STATE SUPPORTS AT LEAST ONE-THIRD OF THE ACTUAL TRANSPORTATION COSTS BORNE BY LOCAL DISTRICTS.

20. THE LEGISLATURE, IN FINANCING SCHOOLS, POWER EQUALIZE THE AMOUNT THAT A MILL WILL RAISE AT THE SCHOOL DISTRICT LEVEL.

21. THE LEGISLATURE JOIN IN THE EFFORTS OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION TO EXPLORE ALTERNATIVE METHODS FOR DETERMINING FOUNDATION PROGRAM SCHEDULES OTHER THAN THE PRESENT ANB (AVERAGE NUMBER BELONGING) FORMULA.

22. THE LEGISLATURE STUDY BUILDING EXPENDITURES OF LOCAL SCHOOL DISTRICTS AND CONSIDER STATE SUPPORT FOR SCHOOL FACILITIES.

CHAPTER VII

IN THE FUTURE

The Board of Public Education has established a philosophy of education for Montana schools as expressed in the definition and dimensions of basic quality education. Recommendations for effective realization of the definition and dimensions are made by the Board throughout the report. The intent of the recommendations is "to establish a system of education which will develop the full educational potential of each person."[1] These recommendations are not made lightly; they evolved from careful scrutiny of the schooling process and the expressed concerns of those participating in the study.

The Board deliberately chose not to refer to this as a "final" report, because Montana's concern for basic quality education must be ongoing. As administrators and teachers use this philosophy in their schools, the Board will be relying on their comments and suggestions. Likewise, the Board wants to learn from students and community members whether or not this philosophy of education meets their needs. Within three years, the Board will review the definition and dimensions to see if they continue to reflect the beliefs, attitudes and values of Montanans.

While the Board was working on the basic quality education study, the Superintendent of Public Instruction was engaged in a complementary project. In 1972, the Superintendent of Public Instruction initiated a five-year project to assess educational needs in Montana. This statewide needs assessment began with the identification of fifteen goals for Montana education. The goals are being used as a basis for continuing educational needs assessment and for measuring educational attainment. Beginning in March 1975, assessment tests for measuring student progress (at the sixth and twelfth grade levels) toward some of these goals will be available for voluntary use in local school districts throughout Montana.

The Board believes that the basic quality education study, which establishes a philosophy of education for Montana, and the needs assessment project, which establishes measurable objectives for specific goals, are complementary. Both provide direction and assistance to local school districts, and both will be taken into account by the Board as it lends leadership to the state's educational future.

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[1] Article X, Section 1, *Constitution of the State of Montana,* 1972.

During the seventeen months that the Board grappled with the problem of basic quality education, it identified a number of attendant issues which it intends to examine. These issues emerged from the Board's own study and the expressed concerns of people throughout the state. While these issues were beyond the immediate scope of this report, they do relate to the schooling process and can affect the fulfillment of basic quality education. An overview of these issues follows:

Student Records

Records, including information on grades, classroom behavior and family background, are usually kept on each student. Recent federal legislation regarding content and accessibility of student records underlines the necessity for the Board to address the following questions:

What is usually contained in a student's confidential records?
What should be contained in them?
Who should have access to these records?
How long should they be kept?
What is their purpose?
Are they helpful to the student and school personnel?
Do they promote basic quality education?

Student Rights and Responsibilities

Students have certain rights and responsibilities. Occasionally, schools specify these rights in handbooks, though often they are unwritten. The Board intends to address the following questions regarding this issue:

Should each school district have written guidelines regarding student rights and responsibilities?
If so, who should draft such guidelines?
How much responsibility should students be allowed?
What rights do students have?
What rights should students have?
How should these rights and responsibilities be enforced?
How do student rights and responsibilities affect basic quality education?

Inquiry Procedures

When a community member or student has a concern or complaint regarding the school, often it is difficult to know what to do or how to proceed. The Board intends to study the following questions regarding this issue:

Do school districts have formal procedures for community members and students to make inquiries?
Should school districts have grievance procedures?
How can community members and students be informed of these procedures?
How can school districts handle concerns or complaints so that formal procedures are not always needed?
How can grievance procedures further basic quality education?

Utilization of School Facilities

With the impact of the energy crisis and the high cost of construction, the Board believes the following questions should be examined.

Should schools operate on a year round basis?

Should the public be allowed to use any and all of the school facilities for community activities?

Do schools have a responsibility to provide learning opportunities for those who are not between the ages of 7-16?

How can school facilities be more effectively utilized?

How can effective utilization of the school by educators and community members foster basic quality education?

Length of School Day

The Attorney General's interpretation of current school laws (§75-7401; §75-7403 R.C.M., 1947) requires students to spend a specified number of hours in school receiving organized instruction under the supervision of a teacher. These school laws must be examined.

Should the current laws on length of school day be amended or clarified?

Would a revision of these laws affect school financial aid?

How would a revision affect alternative learning experiences outside the formal classroom?

How do the current laws on length of school day affect the implementation of basic quality education?

Language of Instruction

The English language is not native to all students in Montana. In light of recent court cases in other states regarding provision of instruction in native language, the Board intends to address the following questions:

Is it constitutional to offer instruction in public schools only in the English language?

If it is not constitutional, how will this affect recruitment and certification of teachers?

How does language of instruction relate to the development of the "full educational potential" of each person?

Should students have the opportunity to receive instruction in their native langauge?

How does this issue relate to basic quality education?

Rights of Minorities

As stated in the 1972 Montana Constitution, Article X, Section 2, "The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity." Because of its concern for the Indian and other minority groups in education, the Board intends to address the following questions:

How can local school districts ensure the preservation of the cultural integrity of Indian students?

(continued)

Are Mexican-American students receiving an education in Montana which is adequate to their needs?

Are special education students receiving education adequate to their needs?

What changes have been made in schools, in accordance with Title IX of the Education Amendments of 1972, to ensure that individuals are not being discriminated against because of sex?

Is the "full educational potential" of minority students in Montana being achieved?

If not, what changes need to be made?

Educational Television

Public educational television should be available in part of Montana in 1975. The Board believes the following questions should be examined if educational television is to be effectively utilized:

How can local school districts make maximum use of available educational broadcasting?

What financial support is needed for it?

How can the Educational Broadcasting Commission be aided in its efforts to provide expertise for educational television?

How can educators become more knowledgeable of the advantages and use of educational television?

How can educational television be utilized to provide inservice training for school personnel?

What should the role of educational television be in the schooling process?

Teacher Reciprocity

Teacher reciprocity refers to a system of teacher certification that provides automatic certification between cooperating states. The Board intends to address the following questions in relation to this issue:

Would the adoption of teacher reciprocity be an advantage for the state?

If reciprocity were adopted, what effect would it have on present certification laws and requirements?

What effect would reciprocity have on teacher training institutions?

How could teacher reciprocity affect basic quality education?

School District Organization

At present, there are approximately 600 operating school districts in Montana. Many of them are rural districts which serve a small number of students. Because of their size, they are limited in the variety of services they can offer to students and teachers. The Board believes the issue of school organization raises the following questions:

Would a pattern of organizing districts into larger units be beneficial to public education in Montana?

If so, what would the benefits be to students and schools?

Should school districts be organized to focus on the unification of K-12 districts?

How does school district organization assist in implementation of basic quality education?

Owing to the significance of these issues to the schooling process and to the definition and dimensions of basic quality education, the Board intends to pursue the development of position papers on each within the next two years.

In the meantime, the Board's immediate desire is that the report will command a thorough review by all who read it. Further, the Board hopes that the legislature will take favorable action during its 1975 session and that local school districts and teacher training institutions will develop plans for implementing basic quality education by the fall of 1976.

The philosophy of education set forth in this report represents a major effort by the Board of Public Education to give direction to the public school system of the state of Montana. This report, together with the companion teacher's resource guide, provides a framework in which basic quality education can be realized—both now and in the future.

APPENDICES

APPENDIX A

SENATE RESOLUTION NO. 14

A RESOLUTION OF THE SENATE OF THE STATE OF MONTANA REQUESTING THE BOARD OF PUBLIC EDUCATION TO PREPARE A DEFINITIVE DESCRIPTION OF A BASIC EDUCATION.

WHEREAS, recent court decisions have affirmed the notion that the right to an education is a fundamental interest, and

WHEREAS, article X, section 1, of the 1972 Montana constitution states the goal of the people: "to establish a system of education which will develop the full educational potential of each person....," and

WHEREAS, section 75-6901 establishes the principal that state aid should support a "uniform system of free public schools, sufficient for the education of and open to all school age children of the state...," and

WHEREAS, there exists no comprehensive legal description or definition of what constitutes a minimum or basic quality education in Montana, and

WHEREAS, the establishment of realistic funding goals for education in the future requires a more precise delineation of those goals than is now available.

NOW, THEREFORE, BE IT RESOLVED BY THE SENATE OF THE STATE OF MONTANA:

That the board of public education is requested to prepare a definitive description of a basic quality education. The board is requested to consult with all interested persons and groups in the development of this description, and

BE IT FURTHER RESOLVED, that the board of public education is requested to present the description to the 1974 session of the forty-third legislative assembly for its use in consideration of future budgetary schedules for public education, and

BE IT FURTHER RESOLVED, that the secretary of the senate send a copy of this resolution to the board of public education and to the superintendent of public instruction for the state of Montana.

I hereby certify that the
within resolution
originated in the Senate.

John W. Hanson
Secretary of the Senate

Bill E Christiansen
President of the Senate

APPENDIX B

MATERIALS RELATING TO PUBLIC INVOLVEMENT

TABLE B-1

SCHEDULE OF REGIONAL PUBLIC MEETINGS

Location	Date
Big Timber	June 18, 1974
Broadus	May 21, 1974
Butte	September 17, 1974
Crow Agency	June 17, 1974
Glendive	May 22, 1974
Helena	September 11, 1974
Kalispell	July 15, 1974
Lewistown	June 19, 1974
Malta	May 23, 1974
Missoula	July 16, 1974

TABLE B-2

SCHEDULE OF REGIONAL TEACHER WORKSHOPS

Location	Date
Butte	September 3, 1974
Glendive	September 5, 1974
Great Falls	August 27, 1974
Havre	August 26, 1974
Kalispell	August 29, 1974
Missoula	August 28, 1974
Wolf Point	September 6, 1974

TABLE B-3

DATA SHEET

3-10. My town of residence or post office address ___

11. I am (1) ___ Female (2) ___ Male

12. My age is (1) ___ 0-25 (2) ___ 26-40 (3) ___ 41-65 (4) ___ 66 or over

13. Indicate combined family income before taxes (husband and wife or mother and father):

(1) ___ 0 to 4,999
(2) ___ 5,000 to 9,999
(3) ___ 10,000 to 14,999
(4) ___ 15,000 to 19,999
(5) ___ 20,000 and over

14. Indicate your education background: (Check one)

(1) ___ partial grade school
(2) ___ completed grade school
(3) ___ partial high school
(4) ___ completed high school
(5) ___ vocational training beyond high school
(6) ___ partial college or junior college (less than four years)
(7) ___ completed college
(8) ___ more than college

15-28. Indicate the number of children you have in the following categories:

(15-16) ___ pre-school age
(17-18) ___ kindergarten
(19-20) ___ grades 1-4
(21-22) ___ grades 5-6
(23-24) ___ grades 7-9
(25-26) ___ high school
(27-28) ___ older children

29-32. My present occupation is: (Check one)

agricultural
  (1) ___ farm or ranch operation
  (2) ___ agri-business
clerical
  (3) ___ secretary, typist
  (4) ___ store, bank clerk, etc.
forestry
  (5) ___
general business
  (6) ___ wholesale/retail trade
  (7) ___ sales (insurance, real estate, etc.)
  (8) ___ transportation
government and public services
  (9) ___ state
  (10) ___ federal
  (11) ___ municipal and county
housewife
  (12) ___
labor and crafts
  (13) ___ mining
  (14) ___ construction
  (15) ___ other ___ (specify)
professional
  (16) ___ medical
  (17) ___ education
  (18) ___ other ___ (specify)
student
  (19) ___
other
  (20) ___
___ (specify)

33-34. I am also trained or experienced as a ___. (Choose one of the numbers above.)

35-37. In connection with the study on basic quality education. . .

YES	NO	
(1) ___	(2) ___	Were you previously aware of the study?
(1) ___	(2) ___	Had you previously read the Interim Report?
(1) ___	(2) ___	Had you attended any other meeting at which the study was discussed? If yes, what meeting ___

38-43. How did you learn of this meeting?

(38) ___ newspaper article
(39) ___ newspaper advertisement
(40) ___ posters
(41) ___ radio or television
(42) ___ through another organization ___ (name of organization)

(43) ___ other ___ (specify)

TABLE B-4

AGENDA FOR MEETINGS

I. Preliminaries: (set an open, informal atmosphere)

- A. Greet people individually.
- B. Have preliminary assignment for participants posted:
  - 1. Select a name tag which has one of the dimensions on it. (Choose a dimension you like, don't like, or mystifies you.)
  - 2. Fill in your first name on name tag.
  - 3. Discuss why you chose your particular name tag.
    - a. With someone you don't know.
    - b. With your friends.

II. Introduction (10 minutes)

- A. Study staff introduces themselves and shares assumptions with participants.
  - 1. This is a "workshop" not a meeting.
  - 2. All ideas are good ideas.
  - 3. Your ideas are valuable to us–education is a shared process.
  - 4. Time is valuable–we need and want to work together.
  - 5. Take responsibility for yourselves–get coffee or take a break as you need it.
- B. Study staff explains the purpose of the meeting.
  - 1. By the end of the meeting we hope each person will have had the opportunity to. . . (Have the following on newsprint so they can be gone over simply and quickly)
    - a. **Explore** the definition and dimensions of basic quality education.
    - b. **Share** their viewpoints and perceptions of the dimensions.
    - c. **Participate** in establishing an educational philosophy for Montana.
  - 2. Question: "Do you have any other expectations of this meeting?" (Add them to the list.)

III. Summary of interim report on basic quality education (15 minutes)

- A. Show slide tape presentation.
- B. Pass out *Interim Report Summary Brochure.*
- C. Answer any questions on contents of slide tape presentation and the brochure.

IV. Rating of dimensions along with written explanation

- A. First task: Individual Ratings (15 minutes)
  (Pass out worksheet)
  - 1. You are to rate each dimension in relation to the schooling process. Decide whether you, from your viewpoint, consider the dimension to be:
    Critical – Must be done, long overdue, priority, key place to start
    Important – All of the above but not the first priority
    Necessary – Needs to be done
    Helpful – Has to be done, can be temporarily postponsed but must be implemented for program to succeed
    Disagree – Should not be part of the schooling process
    Confusing – Don't understand

2. Add any dimension you wish and rate it also.
3. As you rate each dimension, include under it your reason for that rating.

B. Second task: small groups (45 minutes)
   1. Share your individual ratings with others.
   2. Come to consensus in small groups as to how you believe the dimensions should be rated.
      a. Have a recorder for each group.
      b. Follow general rules, which we have discussed, for reaching consensus.
   3. Form small groups, preferably with people you don't know well.
      a. If you wish, include in your consensus rating any additional dimensions added by members of your group.
      b. Be sure to include, under each dimension, your reasons for the rating or what the dimension means to you.
      c. The members of the group have a responsibility to help others understand the dimensions they thought were confusing.
      d. The members of the group have a responsibility to discuss with individuals the dimensions with which they disagreed.
   4. As groups finish, the individuals are asked to fill out a socio-economic data sheet.

V. Sharing (time: open-ended)

A. Put group ratings on large board.

B. Ask groups to give some statements which back up their ratings.

C. Hold general discussion.

D. Our commitment to them:
   1. Their ideas will be in the 1975 report.
   2. Copies of the 1975 report will be available to them.

E. We hope they will take action on implementing the 1975 report.

TABLE B-5*

WORKSHEET

Ratings:	5 – Critical	(Must be done, long overdue, first priority, key place to start)
	4 – Important	(All of the above, but not the first priority)
	3 – Necessary	(Need to be done)
	2 – Helpful	(Has to be done, can be temporarily postponed but must be implemented for program to succeed)
	1 – Disagree	(Should not be part of schooling process)
	0 – Confusing	(Don't understand)

To help students transform their potential into actuality, schooling should enable them. . .

_______ To find joy in learning

_______ To communicate their ideas, knowledge, thoughts and feelings

_______ To learn who they are becoming

_______ To develop personal responsibility

_______ To reason critically and creatively

_______ To affect a world in change

_______ To assume social responsibility

_______ To further their creative ability

_______ ____

*Sample worksheet used by the participants at the meetings to rate the dimensions and to write their explanation.

APPENDIX C

DEMOGRAPHIC ANALYSIS

APPENDIX C

DEMOGRAPHIC ANALYSIS

One of the objectives integral to this study was active involvement with Montanans in the development of a definition of basic quality education. It was the desire of the Board of Public Education to learn the educational beliefs, attitudes and values of as many people as possible. For this purpose, fifty-five meetings were conducted across the state. All the meetings were planned with the intent of sampling a cross-section of the population.

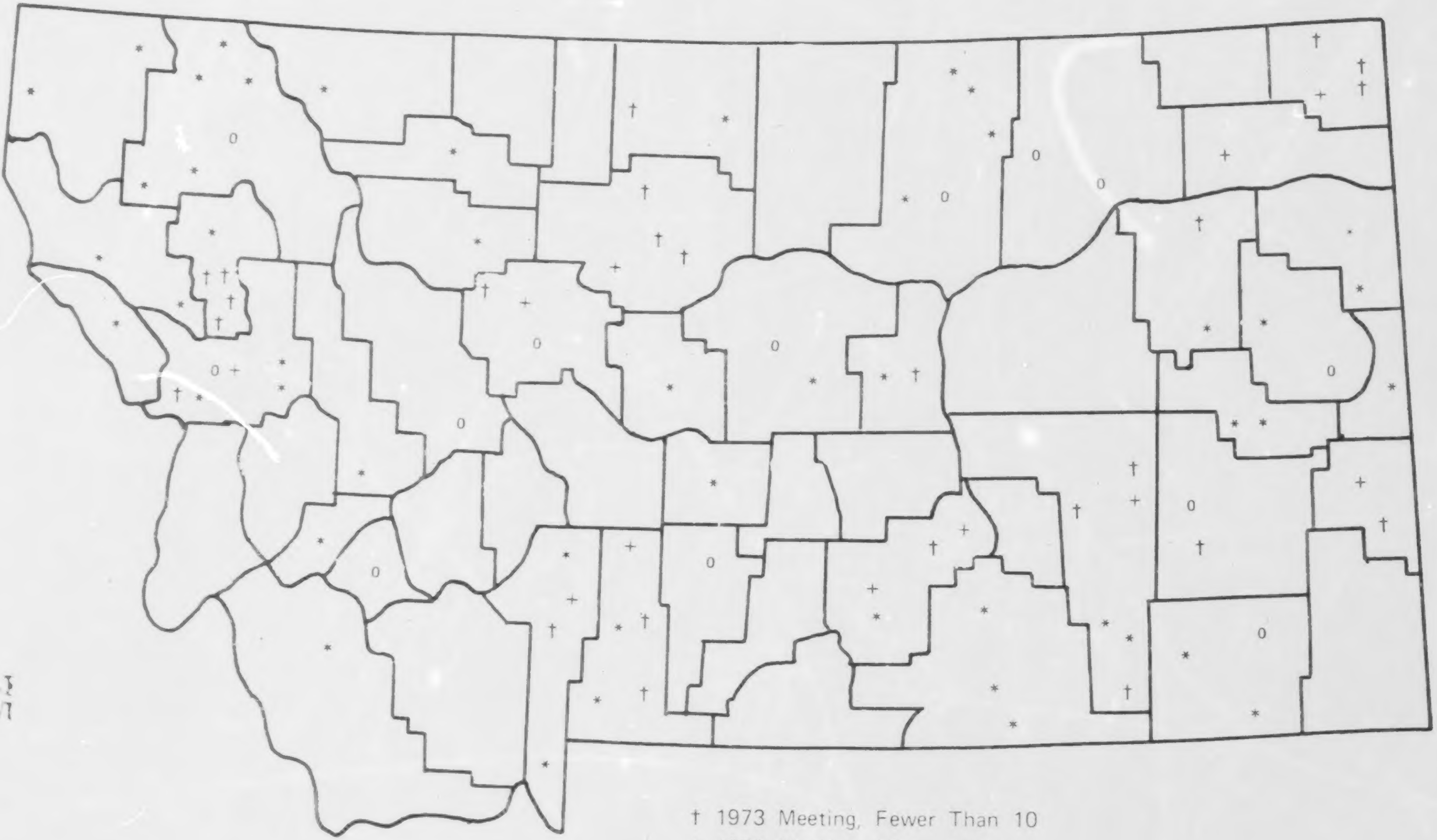
During 1973, in preparation for the interim report, meetings were conducted at twelve sites with students, educators and community members. The sites appeared to be geographically representative of the population of the state. The meetings were publicized and attended by educators, students and community members. Those persons attending the 1973 meetings were not randomly selected from the population; rather, they attended voluntarily. Analysis of individual demographic data from these meetings did not reveal any reason to believe that the people attending represented special interests, with the exception that they were individuals interested in public education.

Meetings were conducted again in 1974 after the issuance of the interim report. The purpose of these meetings was to further involve Montanans in the study. Seventeen meetings were conducted in carefully selected locations. Stratified sampling techniques were used in selecting the sites to ensure coverage of diverse regions of the state. As with the meetings conducted prior to the interim report, the 1974 regional public meetings were openly publicized and voluntarily attended.

Demographic characteristics of the individuals attending the meetings are presented in detail on the following pages. They are compared with the 1970 U.S. census data so that similar characteristics for persons attending the 1973 meetings and the 1974 meetings can be seen.

TABLE C-1

RESIDENCE OF PARTICIPANTS ATTENDING 1973 AND 1974 MEETINGS



† 1973 Meeting, Fewer Than 10
+ 1973 Meeting, 10 or more
* 1974 Meeting, Fewer Than 10
o 1974 Meeting, 10 or more

The above map illustrates that the 1500 people attending the meetings in 1973 and 1974 were well distributed across the state. This distribution indicates that regional or geographically unique attitudes and educational philosophies of the public have been included.

TABLE C-2

SEX DISTRIBUTION (In Percent)

	Male	Female
State of Montana	50.0	50.0
1973 Survey	46.4	53.6
1974 Survey	50.4	49.6

The distribution of male and female respondents in each of the two surveys closely resembles the overall state profile. Consequently, those educational philosophies and priorities often related to sex—such as vocational subjects and athletics—were equally discussed by male and female participants.

TABLE C-3

AGE DISTRIBUTION (In Percent)

	0-25	26-40	41-65	66 and over
State of Montana	48.7	16.7	25.4	9.2
1973 Survey	5.0	42.4	50.8	1.9
1974 Survey	16.0	32.3	47.7	4.1

Very little similarity is found between the age categories of the participants and the overall state profile. This result is not surprising since it may be expected that a majority of community members responding would be of the age having children in school.

TABLE C-4

VOCATIONAL DISTRIBUTION

A breakdown of the occupation, training, or experience[1] of participants provides the following distribution of vocational backgrounds for those attending the 1974 meetings. Comparative data for the 1973 meetings is unavailable.

Vocation	Percent of Respondents in that Vocation
Agriculture	9.5
Clerical	7.8
Forestry	0.4
General Business	5.5
Government/Public Service	8.4
Housewife	13.1
Labor/Crafts	5.7
Professional (includes educators)	39.0
Student	6.1
Other	4.4

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[1] A single individual was counted twice in this breakdown if the person indicated experience or training in a vocation different from his or her present occupation. Individuals involved in education, farm or ranch operation indicated most often that they had additional training or experience in a second vocational area. Educators definitely had the broadest experience; every other major vocational area was claimed as a secondary occupation by some individuals whose profession was education.

TABLE C-5

EDUCATIONAL LEVEL, PERSONS AGED 25 AND OVER

(Data in Percent of Total Population of Sample)

	Partial Grade School	Completed Grade School	Partial High School	Completed High School	Partial College	Completed College
State of Montana	8.9	16.2	15.7	34.0	14.1	11.0
1973 Survey	0.0	3.2	5.2	31.0	22.0	38.8
1974 Survey	0.6	0.6	7.8	7.0	17.1	67.0

It is clear that persons who chose to participate in the meetings had a higher level of education than the statewide average. It should be noted that this predominance of persons with more education occured not by design but because of their apparent interest in the study.

TABLE C-6

MEDIAN FAMILY INCOME (In Percent)

	0-4999	5000-9999	10000-14999	15000 & Over
State of Montana	58.4	29.1	8.5	4.1
1973 Survey	33.9	19.5	22.9	23.8
1974 Survey	4.5	21.9	28.4	45.1

The income data for 1973 is not comparable to that for 1974. In 1973, all participants were directed to report their individual income; consequently, students and housewives reported no income. In 1974, combined family income was requested from each participant. While this is a more accurate indication of economic level, it does result in the reporting of fewer low income persons and more high income persons. The 1974 data can be considered more reliable, and it demonstrates that participants had a higher income profile than the overall statewide averages.

TABLE C-7

NUMBER OF PARTICIPANTS' CHILDREN
(1974 Meetings)

Approximately 50 percent of the persons attending the 1974 meetings had children of preschool through high school ages. An additional 20 percent had older children, and only 30 percent of the respondents indicated they had no children. It should be noted that this 30 percent is composed of all ages including a number of school age youths who participated in the meetings. Thus, views of persons with children and those without were represented at the meetings.

The following table indicates the combined number of participants' children in different school age categories. This table contains data from the 1974 meetings only. Comparable data for the 1973 meetings is unavailable.

School Age Category	Number of Children
Preschool	57
Kindergarten	22
Grades 1-4	81
Grades 5-6	53
Grades 7-9	68
High School	79
Older Children	129

Conclusion

Approximately 60 percent of the persons attending the 1974 meetings were previously aware of the study, but only 27 percent had actually read the interim report. An even smaller number, 16 percent, had attended one of the 1973 meetings on basic quality education. The 16 percent returnees from 1973 helped ensure some degree of continuity of public thought from the earlier meetings. The 40 percent attending the meetings in 1974, who were previously unaware of the interim report, were able to both contribute new ideas and evaluate the study's previous conclusions.

It is evident from the demographic analysis that diverse sections of the population of Montana were involved in the basic quality education study. Every age, income, educational and vocational level was represented. However, it is also evident that the people attending the meetings were not representative of the population of the state in relation to the 1970 census. Although this outcome was not unexpected, it did occur completely by chance and was in no way designed by the survey or process used at the meetings.

There is no evidence that any particular special interest group, with the possible exception of professional educators, was present at the meetings on either a statewide or local basis in sufficient numbers to bias the conclusions of this study.

APPENDIX D

COMPOSITE RATINGS

APPENDIX D

COMPOSITE RATINGS

Procedure for Determining Composite Ratings

The tables in this appendix contain the composite ratings of the seventy-one small discussion groups that participated in the regional public meetings and the regional workshops for teachers. The small groups at each meeting were asked to rate each of the eight dimensions of basic quality education. The ratings provided were on a five-point Likert Scale, with five being the highest and one being the lowest. The rating was to reflect the consensus of the group as to the priority of each dimension for the schooling process.

To obtain the composite or combined rating of the small groups at each meeting site, the ratings were averaged. Each group rating for a particular dimension was added together and divided by the total number of groups. The division was carried out to two places. This procedure provided the composite rating reflective of the group's educational beliefs.

A sixth choice labeled "confusing" was available to the groups. Since this choice was not a part of the rating continuum, it was not included in the composite ratings. A tally of those groups marking a dimension as "confusing" is reported.

EXPLANATION FOR TABLES D-1 THROUGH D-10

The composite ratings presented in Tables D-1 through D-10 were calculated from the ratings determined by each of the groups that participated in the 1974 regional public meetings. In calculating the composite, each individual group rating was given equal weight. The ratings have been carried to two decimal places. The numerical ratings refer to the following:

5 — the dimension is critical to the schooling process, the first priority;
4 — the dimension is important to the schooling process, but not the first priority;
3 — the dimension is necessary to the schooling process, it is needed;
2 — the dimension is helpful to the schooling process;
1 — the dimension should not be a part of the schooling process.

"Confusing" refers to the number of groups at each meeting that did not understand the dimension.

TABLE D-1

COMPOSITE OF GROUP RATINGS

BIG TIMBER REGIONAL PUBLIC MEETING*

Dimensions	Rating	Confusing
To Transform Their Potential Into Actuality, Schooling Should Enable Students		
to find joy in learning	4.75	
to communicate their ideas, knowledge thoughts and feelings	4.50	
to learn who they are becoming	3.75	
to develop personal responsibility	4.66	
to reason critically and creatively	4.50	
to affect a world in change	3.50	
to assume social responsibility	3.75	
to further their creative ability	3.75	

*Material gathered June 18, 1974. Seventeen individuals attended this meeting. They were divided into four groups.

TABLE D-2

COMPOSITE OF GROUP RATINGS

BROADUS REGIONAL PUBLIC MEETING*

Dimensions	Rating	Confusing
To Transform Their Potential Into Actuality, Schooling Should Enable Students		
to find joy in learning	4.25	
to communicate their ideas, knowledge, thoughts and feelings	4.40	
to learn who they are becoming	3.75	1
to develop personal responsibility	4.40	
to reason critically and creatively	4.40	
to affect a world in change	3.00	3
to assume social responsibility	3.33	2
to further their creative ability	3.60	

*Material gathered May 21, 1974. Twenty-one individuals attended this meeting. They were divided into five groups.

TABLE D-3
COMPOSITE OF GROUP RATINGS
BUTTE REGIONAL PUBLIC MEETING*

Dimensions	Rating	Confusing
To Transform Their Potential Into Actuality, Schooling Should Enable Students		
to find joy in learning	3.83	
to communicate their ideas, knowledge, thoughts and feelings	4.60	
to learn who they are becoming	3.40	
to develop personal responsibility	4.66	
to reason critically and creatively	4.33	
to affect a world in change	3.00	1
to assume social responsibility	3.66	
to further their creative ability	3.83	

*Material gathered September 17, 1974. Thirty-one individuals attended this meeting. They were divided into six groups.

TABLE D-4
COMPOSITE OF GROUP RATINGS
CROW AGENCY REGIONAL PUBLIC MEETING*

Dimensions	Rating	Confusing
To Transform Their Potential Into Actuality, Schooling Should Enable Students		
to find joy in learning	5.00	
to communicate their ideas, knowledge, thoughts and feelings	4.75	
to learn who they are becoming	4.00	
to develop personal responsibility	3.75	
to reason critically and creatively	4.25	
to affect a world in change	3.66	
to assume social responsibility	4.25	
to further their creative ability	4.25	

*Material gathered June 17, 1974. Nineteen individuals attended this meeting. They were divided into four groups.

TABLE D-5
COMPOSITE OF GROUP RATINGS
GLENDIVE REGIONAL PUBLIC MEETING

Dimensions	Rating	Confusing
To Transform Their Potential Into Actuality, Schooling Should Enable Students		
to find joy in learning	4.11	
to communicate their ideas, knowledge, thoughts and feelings	4.70	
to learn who they are becoming	3.12	2
to develop personal responsibility	4.50	
to reason critically and creatively	4.10	
to affect a world in change	2.85	2
to assume social responsibility	4.00	
to further their creative ability	3.33	

*Material gathered May 22, 1974. Fifty-one individuals attended this meeting. They were divided into ten groups.

TABLE D-6
COMPOSITE OF GROUP RATINGS
HELENA REGIONAL PUBLIC MEETING*

Dimensions	Rating	Confusing
To Transform Their Potential Into Actuality, Schooling Should Enable Students		
to find joy in learning	4.40	
to communicate their ideas, knowledge, thoughts and feelings	4.60	
to learn who they are becoming	4.20	
to develop personal responsibility	4.60	
to reason critically and creatively	4.40	
to affect a world in change	4.00	2
to assume social responsibility	4.40	
to further their creative ability	4.20	

*Material gathered September 11, 1974. Twenty-three individuals attended this meeting. They were divided into five groups.

TABLE D-7

COMPOSITE OF GROUP RATINGS

KALISPELL REGIONAL PUBLIC MEETING*

Dimensions	Rating	Confusing
To Transform Their Potential Into Actuality, Schooling Should Enable Students		
to find joy in learning	3.57	
to communicate their ideas, knowledge, thoughts and feelings	4.57	
to learn who they are becoming	3.40	
to develop personal responsibility	4.7[illegible]	
to reason critically and creatively	4.00	1
to affect a world in change	2.60	
to assume social responsibility	4.00	
to further their creative ability	3.71	

*Material gathered July 15, 1974. Thirty-five individuals attended this meeting. They were divided into seven groups.

TABLE D-8

COMPOSITE OF GROUP RATINGS

LEWISTOWN REGIONAL PUBLIC MEETING*

Dimensions	Rating	Confusing
To Transform Their Potential Into Actuality, Schooling Should Enable Students		
to find joy in learning	4.66	
to communicate their ideas, knowledge, thoughts and feelings	4.33	
to learn who they are becoming	4.50	
to develop personal responsibility	5.00	
to reason critically and creatively	4.66	
to affect a world in change	3.00	
to assume social responsibility	4.00	
to further their creative ability	3.66	

*Material gathered June 19, 1974. Seventeen individuals attended this meeting. They were divided into three groups.

TABLE D-9

COMPOSITE OF GROUP RATINGS

MALTA REGIONAL PUBLIC MEETING*

Dimensions	Rating	Confusing
To Transform Their Potential Into Actuality, Schooling Should Enable Students		
to find joy in learning	4.70	
to communicate their ideas, knowledge, thoughts and feelings	4.90	
to learn who they are becoming	3.70	
to develop personal responsibility	4.60	
to reason critically and creatively	4.40	
to affect a world in change	3.33	1
to assume social responsibility	4.00	
to further their creative ability	3.88	

*Material gathered May 23, 1974. Fifty-four individuals attended this meeting. They were divided into ten groups.

TABLE D-10

COMPOSITE OF GROUP RATINGS

MISSOULA REGIONAL PUBLIC MEETING*

Dimensions	Rating	Confusing
To Transform Their Potential Into Actuality, Schooling Should Enable Students		
to find joy in learning	4.90	1
to communicate their ideas, knowledge, thoughts and feelings	4.72	
to learn who they are becoming	4.60	
to develop personal responsibility	4.18	
to reason critically and creatively	4.81	
to affect a world in change	4.22	2
to assume social responsibility	4.36	
to further their creative ability	4.36	

*Material gathered July 16, 1974. Fifty-seven individuals attended this meeting. They were divided into eleven groups.

EXPLANATION FOR TABLE D-11

The composite ratings presented in Table D-11 were calculated from each of the groups that participated in the regional workshops for teachers. In calculating the composite, each separate group rating was given equal weight. "Confusing" refers to the number of groups that did not understand the dimensions. Since only six groups participated in the regional workshops, an individual composite of group ratings for each site is not given.

TABLE D-11

COMPOSITE OF GROUP RATINGS

REGIONAL WORKSHOPS*

Dimensions	Rating	Confusing
To Transform Their Potential Into Actuality, Schooling Should Enable Students		
to find joy in learning	3.83	
to communicate their ideas, knowledge, thoughts and feelings	4.33	
to learn who they are becoming	4.20	1
to develop personal responsibility	4.50	
to reason critically and creatively	4.16	
to affect a world in change	3.40	1
to assume social responsibility	4.33	
to further their creative ability	3.83	

*Material gathered in Havre, August 26, 1974; Great Falls, August 27, 1974; Missoula, August 28, 1974; Kalispell, August 29, 1974; Butte, September 3, 1974. Twenty-five teachers attended these workshops.

EXPLANATION FOR TABLE D-12

A master composite was determined for the ten regional public meetings. It was computed by averaging the respective composite ratings from each meeting, (Tables D-1 through D-10). Each contributing composite was given equal weight in producing a master composite. "Confusing" refers to the total number of groups that did not understand a dimension.

TABLE D-12

MASTER COMPOSITE OF REGIONAL PUBLIC MEETINGS*

Dimensions	Rating	Confusing
To Transform Their Potential Into Actuality, Schooling Should Enable Students		
to find joy in learning	4.41	1
to communicate their ideas, knowledge, thoughts and feelings	4.60	
to learn who they are becoming	3.84	4
to develop personal responsibility	4.50	
to reason critically and creatively	4.38	1
to affect a world in change	3.31	11
to assume social responsibility	3.97	2
to further their creative ability	3.85	

*Sixty-five groups participated in ten regional public meetings.

EXPLANATION FOR TABLE D-13

The grand composite was determined by averaging the composite ratings from each of the ten regional public meetings and the regional workshops for teachers. As with all the composite ratings in this study, each contributing composite was given equal weight in producing the grand composite. "Confusing" refers to the total number of groups at all meetings that did not understand the dimension.

TABLE D-13

GRAND COMPOSITE OF RATINGS*

Dimensions	Rating	Confusing
To Transform Their Potential Into Actuality, Schooling Should Enable Students		
to find joy in learning	4.36	1
to communicate their ideas, knowledge, thoughts and feelings	4.58	
to learn who they are becoming	3.87	5
to develop personal responsibility	4.50	
to reason critically and creatively	4.36	1
to affect a world in change	4.36	12
to assume social responsibility	4.00	2
to further their creative ability	3.85	

*71 groups participated in the meetings.

APPENDIX E

FISCAL DATA

TABLE E-1

MONTANA STATEWIDE AVERAGE OF TAXABLE VALUATION PER ANB FOR 1974-75

In Montana, the statewide average for the 1974-75 school year is calculated as follows:

$$\frac{\text{State Taxable Valuation}}{\text{Total State Enrollment (ANB)}} \div 1000 = \frac{\$1,188,693,696}{177,028} \div 1000 = \$6.71$$

When this rate is applied, districts of equal enrollment have equal taxing power:

	District A	District B
Enrollment	100	100
Taxable Valuation	$200,000 (poor)	$1,142,000 (wealthy)
Revenue Per Mill		
Equalized (100 x $6.71)	$671	$ 671
Unequalized (.001 x T.V.)	200	1,142
Local Deficit/Surplus	$471 deficit $471 supplied by treasury	$ 471 surplus $471 returned to treasury
Unequalized mill rate to raise $671	$\frac{\$671 \times 1000}{\$200,000} = 3.35$	$\frac{\$671 \times 1000}{\$1,142,000} = 0.59$

TABLE E-2

SOURCES OF REVENUE FOR SCHOOL DISTRICT GENERAL FUND BUDGET SUPPORT

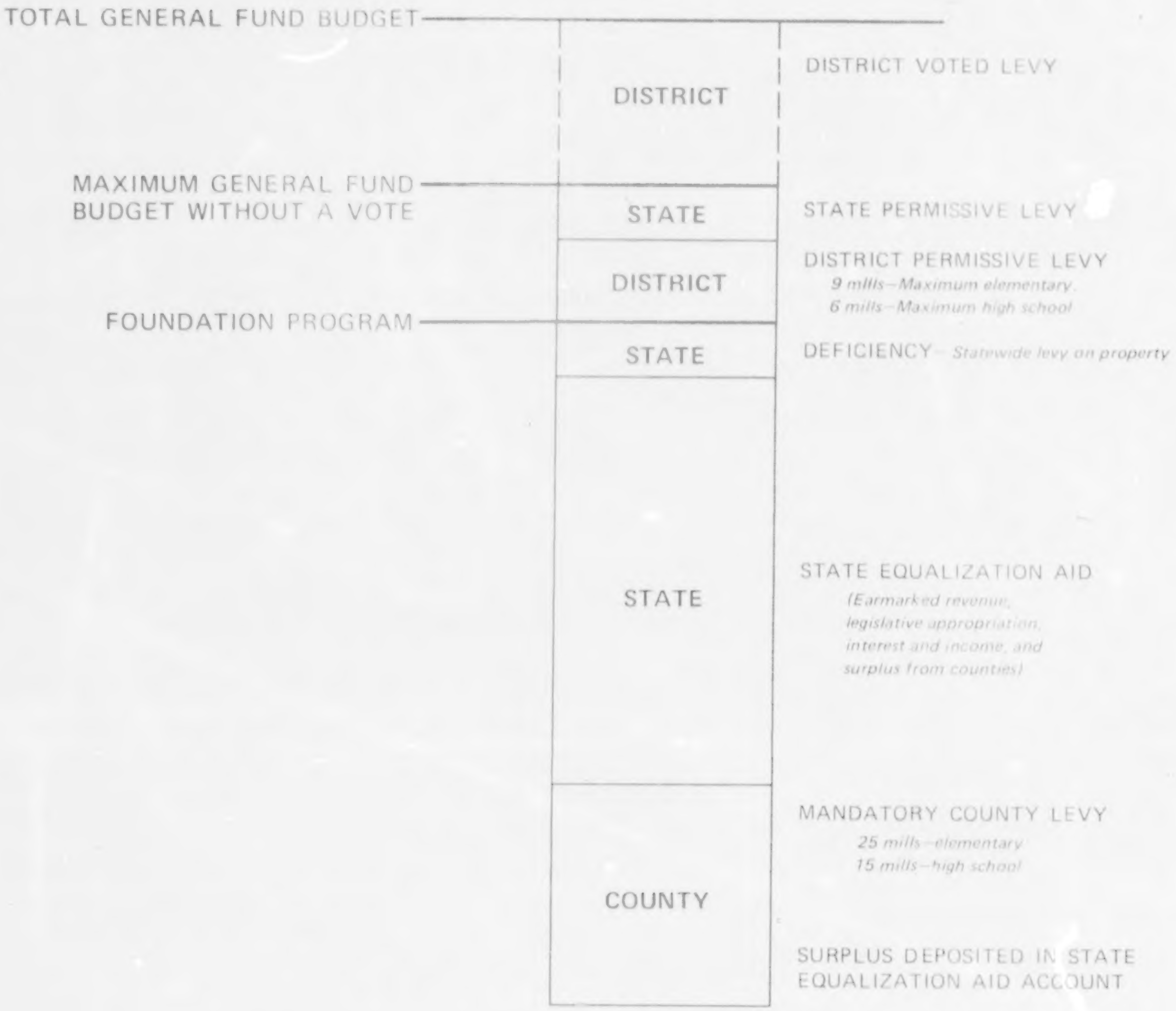
TOTAL GENERAL FUND BUDGET
DISTRICT
DISTRICT VOTED LEVY
MAXIMUM GENERAL FUND BUDGET WITHOUT A VOTE
STATE
STATE PERMISSIVE LEVY
DISTRICT
DISTRICT PERMISSIVE LEVY
9 mills—Maximum elementary.
6 mills—Maximum high school
FOUNDATION PROGRAM
STATE
DEFICIENCY— Statewide levy on property
STATE
STATE EQUALIZATION AID
(Earmarked revenue, legislative appropriation, interest and income, and surplus from counties)
COUNTY
MANDATORY COUNTY LEVY
25 mills—elementary
15 mills—high school
SURPLUS DEPOSITED IN STATE EQUALIZATION AID ACCOUNT

TABLE E-3

SUMMARY OF EXPENDITURES

SCHOOL DISTRICT FUNDS, 1972-73[1]

Fund[2]	Amount
General	$141,093,250
Transportation	7,860,974
Bus Depreciation	639,902
School Lunch	6,246,625
Tuition	373,108
Retirement	5,286,123
Debt Service	11,041,466
Building & Building Reserve	9,731,554
Adult Education	393,648
Housing & Dormitory	235,844
Non-Operating	166,893
Driver Education	510,897
Inter-local Cooperative	28,401
	$183,608,685

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[1] Data compiled from the 1972-1973 School Trustees Report filed with the Superintendent of Public Instruction. At the time this report was printed, data for the 1973-1974 school year was being processed.

[2] These are the major funds (accounts) prescribed by law and used by school districts which involve state and local revenues. An additional Federal Fund is used for special federal programs.

TABLE E-4

SCHOOL DISTRICTS USING VOTED LEVIES

Elementary 1973-1974

DISTRICT SIZE AVERAGE NUMBER BELONGING	One Room 1-17	Small 18-50	Medium 51-200	Large 200+	ALL ELEMENTARY
NUMBER OF DISTRICTS					
TOTAL	131	88	121	110	450
USING VOTED LEVY	61	39	86	97	283
PERCENT USING VOTED LEVY	46.6	44.3	71.1	88.2	62.9

Elementary 1974-1975

DISTRICT SIZE AVERAGE NUMBER BELONGING	One Room 1-17	Small 18-50	Medium 51-200	Large 200+	ALL ELEMENTARY
NUMBER OF DISTRICTS					
TOTAL	125	82	121	104	432
USING VOTED LEVY	66	46	97	98	307
PERCENT USING VOTED LEVY	52.8	56.1	80.2	94.2	71.1

High School

YEAR	1973-1974	1974-1975
NUMBER OF DISTRICTS	165	167
NUMBER WITH VOTED LEVY	155	161
PERCENT WITH VOTED LEVY	93.9	96.4

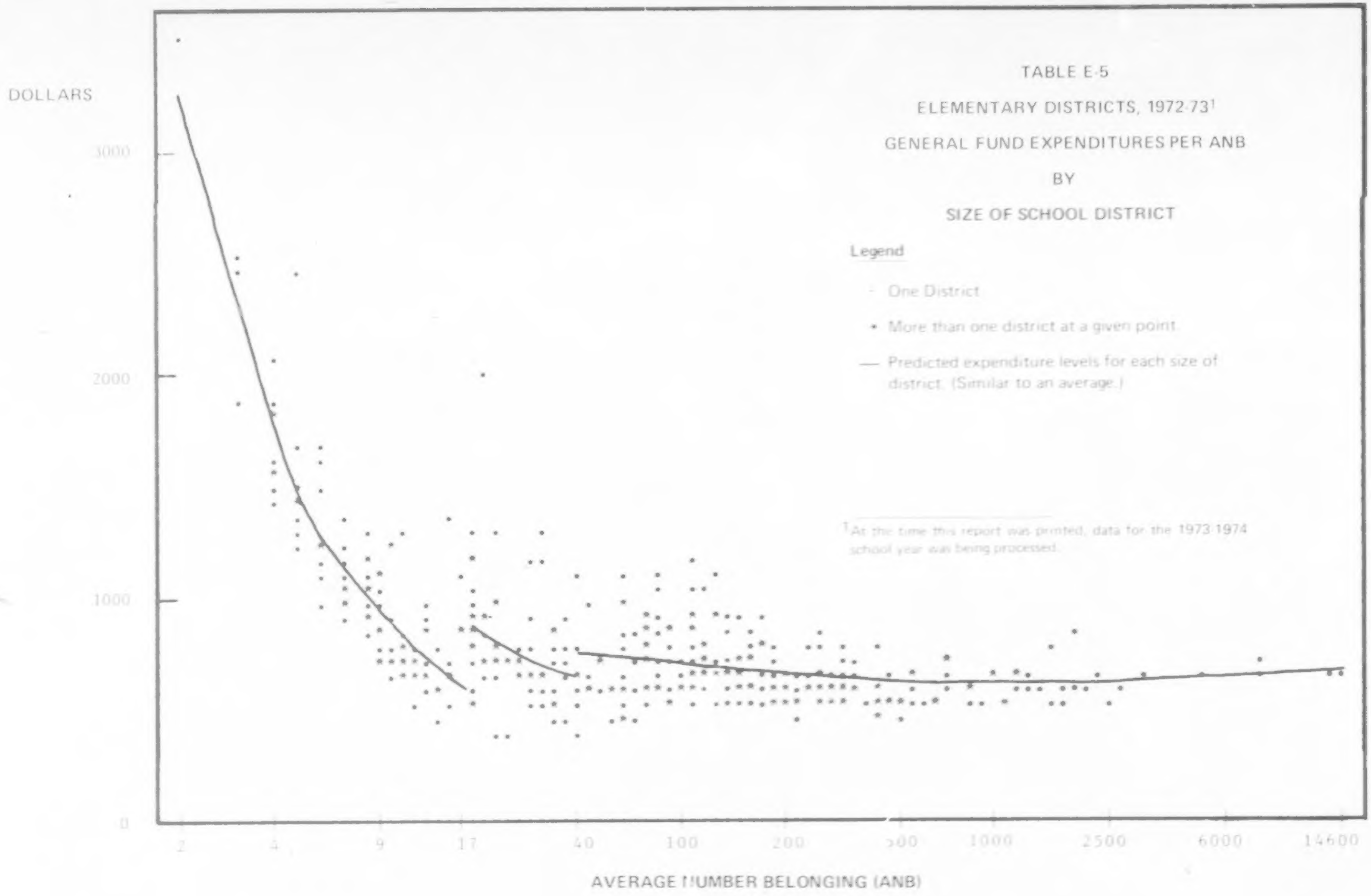

TABLE E-5

ELEMENTARY DISTRICTS, 1972-73[1]

GENERAL FUND EXPENDITURES PER ANB

BY

SIZE OF SCHOOL DISTRICT

Legend

- · One District
- • More than one district at a given point
- — Predicted expenditure levels for each size of district. (Similar to an average.)

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[1] At the time this report was printed, data for the 1973-1974 school year was being processed.

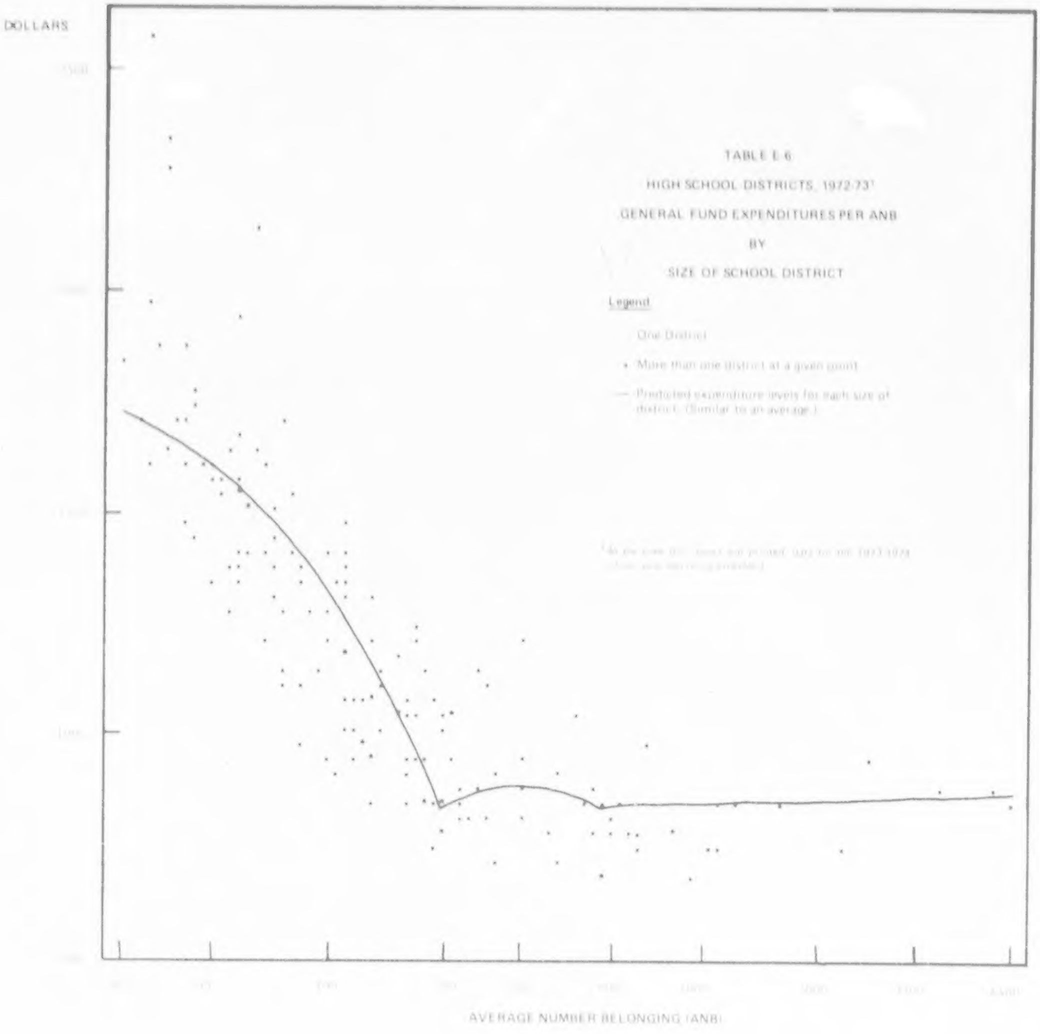

TABLE E-6

HIGH SCHOOL DISTRICTS, 1972-73[1]

GENERAL FUND EXPENDITURES PER ANB

BY

SIZE OF SCHOOL DISTRICT

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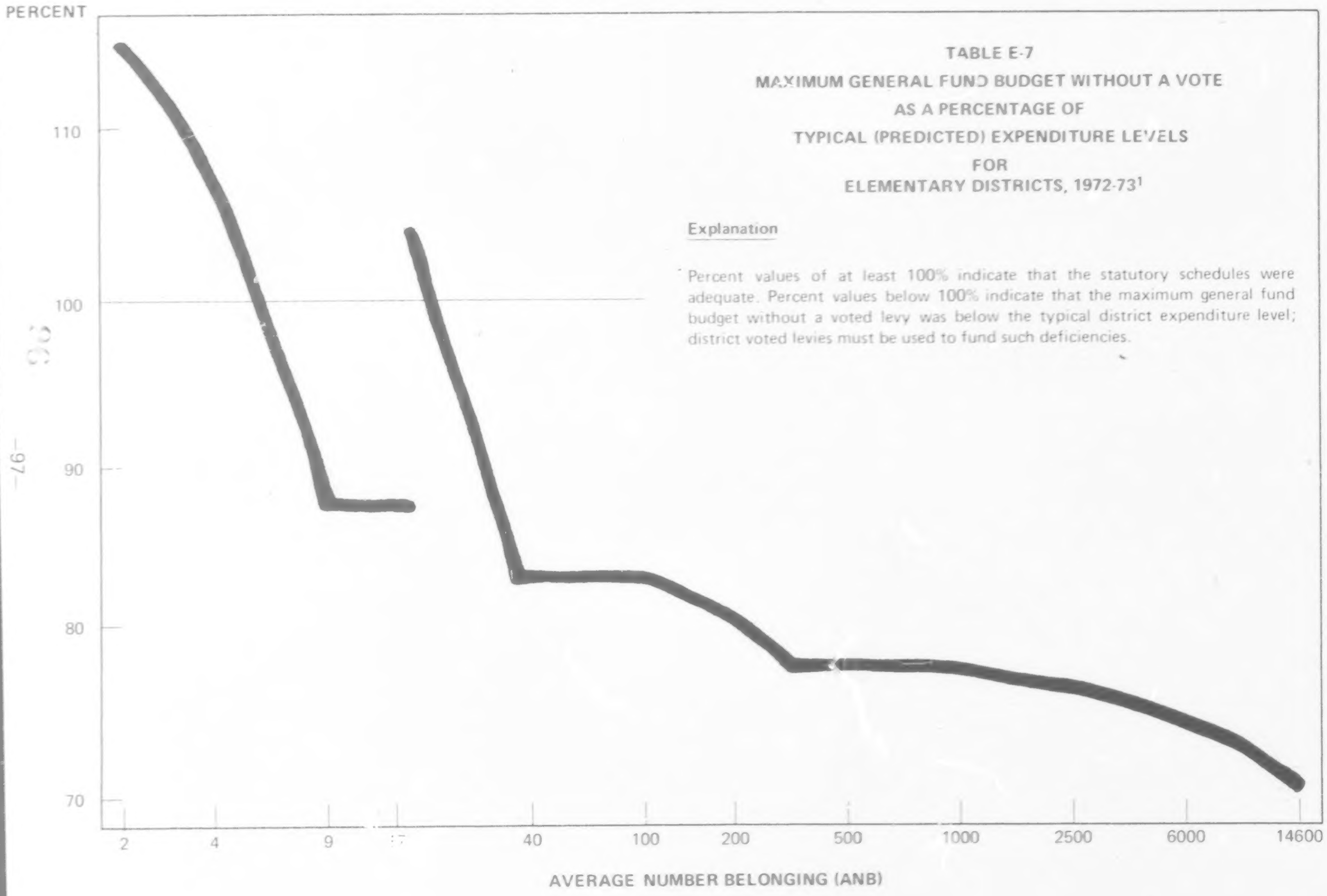
[1] [illegible]

TABLE E-7

MAXIMUM GENERAL FUND BUDGET WITHOUT A VOTE AS A PERCENTAGE OF TYPICAL (PREDICTED) EXPENDITURE LEVELS FOR ELEMENTARY DISTRICTS, 1972-73[1]



Explanation

Percent values of at least 100% indicate that the statutory schedules were adequate. Percent values below 100% indicate that the maximum general fund budget without a voted levy was below the typical district expenditure level; district voted levies must be used to fund such deficiencies.

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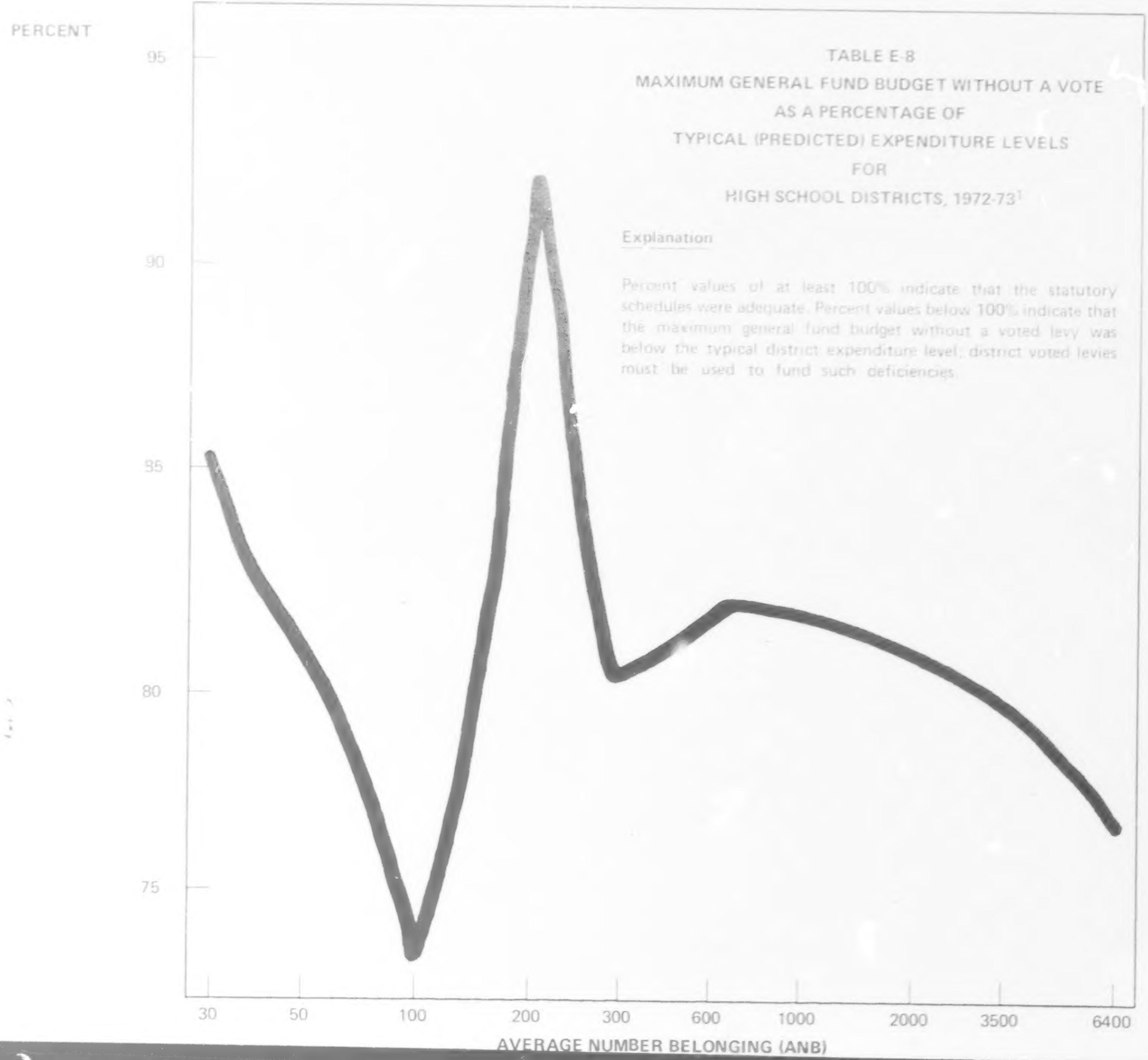
[1] At the time this report was printed, data for the 1973-1974 school year was being processed.

TABLE E-8

MAXIMUM GENERAL FUND BUDGET WITHOUT A VOTE
AS A PERCENTAGE OF
TYPICAL (PREDICTED) EXPENDITURE LEVELS
FOR
HIGH SCHOOL DISTRICTS, 1972-73[1]

Explanation

Percent values of at least 100% indicate that the statutory schedules were adequate. Percent values below 100% indicate that the maximum general fund budget without a voted levy was below the typical district expenditure level; district voted levies must be used to fund such deficiencies.



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TEACHER'S RESOURCE GUIDE

PUBLISHED BY SUPERINTENDENT OF PUBLIC
INSTRUCTION DOLORES COLBURG
AS A COMPANION TO THE
BOARD OF PUBLIC EDUCATION'S 1975 REPORT
ON BASIC QUALITY EDUCATION

STATE OF MONTANA

6

PREFACE

Resources for education and for educators are infinite. Yet, the mass of information raises questions of relevancy, timeliness and accessibility. Increasing focus is being given to the need for perfecting skills and systems to manage education's information base; that focus is good, and it is one to which my office is committed. Not only do we want to help assure that when a teacher has an information need that a mechanism is in place to deliver, but we want also to help assure that when a teacher develops a promising program or practice that others will know about it, too.

Publishing this guide as a companion to the *1975 Report on Basic Quality Education* of the Board of Public Education is one of many efforts my staff and I have undertaken in recent years to help keep educators in touch with the information they need. We view our office as being in a prime position to serve as a statewide clearinghouse and as a link to the national network. The term "dissemination" currently is being used in our profession to capture this multi-faceted information exchange notion. Unfortunately, dissemination too often is used only in the context of printed materials; my emphasis, however, bears on both printed materials and human resources. We need to do a better job of sharing information, and your role is critical to the success of any "system."

Dolores Colburg

DOLORES COLBURG
Superintendent of Public Instruction

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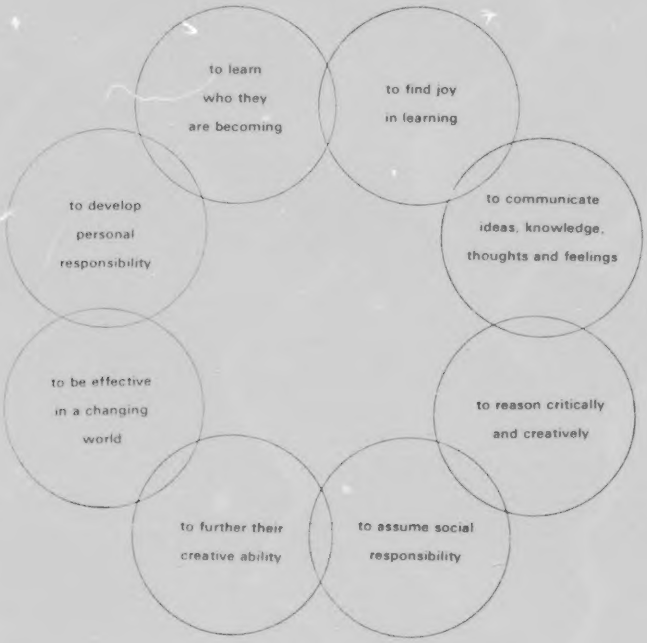
INTRODUCTION

Impetus for this guide came from an 18-month study on aspects of basic quality education. As such, it is designed as a tool to help educators implement the definition and attendant dimensions of basic quality education adopted by Montana's Board of Public Education in its 1975 report.[1]

The Board defined a basic quality education as "a process which can enable students to transform their potential into actuality." Further, the Board identified eight dimensions inherent to the definition. Each is of equal importance; all are interrelated. To help students transform their potential into actuality, schooling should enable them


to learn who they are becoming
to find joy in learning
to communicate ideas, knowledge, thoughts and feelings
to reason critically and creatively
to assume social responsibility
to further their creative ability
to be effective in a changing world
to develop personal responsibility

The definition and dimensions constitute a philosophy of education for Montana—a student-oriented philosophy. This *Teacher's Resource Guide* suggests diverse avenues for pursuing that philosophy. This guide does not prescribe curriculum, but the resources in it present theories and practices that can be woven throughout many subject areas.

[1] *1975 Report on Basic Quality Education*, Board of Public Education, State of Montana, 1975. Copies of the report are available on request from the Superintendent of Public Instruction, State Capitol, Helena, Montana 59601.

Two major sections divide the guide: bibliographies of general interest and bibliographies of topical interest. The first section—bibliographies of *general* interest—cites a select listing of periodicals, catalogs, and services and sources that are applicable at varying grade levels, in diverse settings and by numerous audiences. As the title of the second section suggests—bibliographies of *topical* interest—resources have been organized around more specific areas. This section includes topical bibliographies on "humanizing education" and on "values and decision making," but other topical areas will be distributed for expansion of the guide at a later date. Each entry in the two bibliographic sections of the guide provides ordering information and price; prices quoted are subject to change, and addresses cited were those known at the time of printing.

Three appendices supplement the bibliographic information. The first lists publishers, the second describes a national computerized information system for education and the third offers brief definitions of selected terms appearing in the guide.

The guide claims to be nothing more than a collection of resources, a tool for reaching better things through individual inquiry. As such, its use is dependent on the discretion, imagination and initiative of its readers.

Conditions for pursuing the resources in the guide vary, and no one retrieval "network" is available yet in Montana to meet the diverse needs that may arise. But among other ways, a teacher wanting more than just a description of the resources could

- write directly to the source listed in the entry for further information or purchase of materials;
- enlist the help of the school librarian to acquire one or several of the resources for the staff's use;
- urge purchase by a district (or other geographical combination of schools) of a modified, condensed collection for circulation throughout the system;
- visit the local public library to determine whether or not the resources are—or could be—readily available on loan, and suggest that the services of the Montana State Library in Helena be tapped (requests must be channeled through the local public library, however);
- call the Staff Librarian in the Office of the Superintendent of Public Instruction in Helena on the toll-free hotline (1-800-332-3402) for more detailed and up-to-date information on acquisition or contents of the resources;
- inquire at a college or university library or teacher training institution to see if the resources are available for review or loan; or, if all else fails,
- give a copy as a gift to a friend, and then borrow it back.

It has been said many times that "where there's a will, there's a way"; information retrieval yields rich results if that kind of attitude is applied. When people are convinced that time and money expended on acquiring professional growth resources will have a positive impact on the quality of instruction in their communities, advocates will surface or be converted from even the most unlikely of places.

This guide can be used to spark individual inquiry, and it also can be integrated in a school system's total program for promoting professional growth and renewal. In relation to the latter, it is recommended that school districts

- establish professional libraries for their instructional staffs, actively involving school personnel in the selection of materials to be housed therein; and
- incorporate the themes discussed in this guide in their inservice training programs.

Thousands of copies of this guide have been printed, enough for every teacher and school staff member in Montana. The guide must—and will be—updated. It is essential, therefore, that teachers throughout the state join in contributing to the contents of future guides; perforated postcards are bound in this edition to ease submittal of ideas. Readers who locate a resource they think should be added to this edition are encouraged to share in building future resource guides. The State Superintendent's office, in return, will serve as a clearinghouse for sharing information among districts about recommended human and material resources.

In the words of one Northwest educator who was introducing a stack of materials to fellow educators: "Taste them. Try their ideas. Just one, maybe. Explore their sources and resources. Reach outside the walls of your school; bring in new experiences to relate to yesterday, and today, and tomorrow."

I've found a resource I want to share with others. The following is recommended for your consideration as an addition to the 1975 edition of the *Teacher's Resource Guide:*

AUTHOR/EDITOR ______________________________

TITLE ______________________________

PUBLISHER ______________________________

ADDRESS ______________________________

____

DATE PUBLISHED ______________ COST ______________

DESCRIPTION/ANNOTATION ______________________________

____

____

Submitted by ______________________________

Address ______________________ Phone ______________

____
Zip Code

1. I think the guide is
   - ☐ very helpful
   - ☐ somewhat helpful
   - ☐ not helpful

2. The guide applies to
   - ☐ my personal use
   - ☐ my school's inservice training program
   - ☐ ______________

3. I've had difficulty
   - ☐ locating resources
   - ☐ convincing others that the resources are worth purchasing
   - ☐ ______________

4. The following feature(s) in the guide have been particularly useful: ______________________________

____

____

5. I think the guide could be improved by ______________________________

____

____

6. I want to be placed on the mailing list for future editions of or additions to the guide: ☐YES ☐NO

7. Name ______________________ School ______________________

Mailing Address ______________________________
Zip Code

8. My title or position is ______________________ at the following level(s):

(please circle) K 1 2 3 4 5 6 7 8 9 10 11 12 Vo-Tech Center College

FIRST CLASS
PERMIT NO. 228
HELENA, MONT.

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Project EXCHANGE
SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE CAPITOL
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HELENA, MONTANA 59601

GENERAL BIBLIOGRAPHIES

basic
quality
education
basic
quality
education
basic
quality
education
basic
quality
education

TEACHER'S RESOURCE GUIDE

BIBLIOGRAPHIES OF GENERAL INTEREST TO EDUCATORS

basic
qualit[illegible]
educati[illegible]

A select list of educational publications—periodicals and catalogs—that contain suggestions for general classroom and school use appears on the following pages. A brief annotation for each entry appears, together with ordering information. Prices on all periodicals refer to individual, not institutional rates.

In addition to the periodicals and catalogs, a select list of services and sources that might be of general interest to educators has been included.

PERIODICALS

American Education

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
10 issues $9.95

This periodical reflects the federal interest in education at all levels and reports federal funding. It contains photo-essays and articles about innovative programs in classrooms and institutions of education. It serves as an overview for the concerned citizen as well as for professional educators of significant events and projects affecting U.S. schools.

Arithmetic Teacher

National Council of Teachers of Mathematics
1906 Association Drive
Reston, Va. 22091
8 issues $13.00

A major journal for arithmetic teachers at the elementary level. Offers many innovative teaching techniques to make arithmetic more exciting for the elementary student. Each issue offers a section, "Ideas," which are child-oriented activities, also "Things You Can Try," "Reviewing and Viewing" and "Using Research in Teaching."

Arts & Activities

Publishers' Development Corporation
8150 N. Central Park Avenue
Skokie, Ill. 60076
10 issues $9.00

A professional magazine of creative arts and activities for the classroom teacher. Brings to the teacher's desk the advice and guidance of the nation's top art educators in modern methods of using creative art activities in the classroom.

Arts in Society

Administrative Secretary
Arts in Society
University of Wisconsin—Extension, Rm. 728, Lowell Hall
610 Langdon Street
Madison, Wis. 53706
3 issues $7.50

Discusses, interprets and illustrates the various functions of the arts in contemporary civilization. Presents insights of experience, research and theory in support of educational and organizational efforts to enhance the position of the arts in America. Four major areas are discussed: the teaching and learning of the arts, aesthetics and philosophy, social analysis and creative expression relating to the printing process. Appropriate for the secondary teacher.

Audiovisual Instruction

Association for Educational Communications and Technology
1201 16th Street, N.W.
Washington, D.C. 20036
12 issues $12.00

Official publication of the Association for Educational Communications and Technology, covering news and trends of interest to those working with audiovisual materials. Feature articles in each issue deal with special topics of concern in audiovisual communications.

PERIODICALS

Bill of Rights Newsletter

Constitutional Rights Foundation
609 S. Grand Avenue
Los Angeles, Calif. 90017
2 issues $3.00

A semi-annual newsletter designed for teacher and student use. It deals exclusively with the American legal system. Individual or class sets can be purchased.

The Booklist

American Library Association
50 East Huron Street
Chicago, Ill. 60611
23 issues $15.00

An essential aid for selecting and buying currently produced books, 16mm films, filmstrips and non-musical recordings for use in public and school libraries. In addition to the regular section of reviews, there are special selective listings of books in foreign languages, U.S. government exhibits, and such additional types of nonprint materials as slide sets, transparencies, video-cassettes, tape cassettes, kits, simulations, games, 8mm film loops arranged by medium or in multimedia subject listings.

Early Years: A Magazine For Teachers Of Preschool Through Grade Three

Allen Raymond, Inc.
P.O. Box 1223
Darien, Conn. 06820
9 issues $8.00

Gives excellent coverage of subjects and topics in primary education. Each issue contains the following sections: "Features," "Exceptional Child," "Classroom Management" and "Curriculum Materials." Ten to twelve pages are devoted to 101 or more ideas for pre-K through grade 3. This latter section, called "Your Green Pages," is divided into social skills, perceptional skills, motor skills, communication skills and thinking skills, brief ideas and activities for the teacher to cultivate these skills in her young students.

EDC News

Education Development Center, Inc.
55 Chapel Street
Newton, Mass. 02160
free

Publicizes the work done by the Education Development Center in developing educational materials and processes for teaching. Its work is similar to that of educational laboratories and educational research and development centers. The *News* is teacher oriented, with ideas applicable to classroom work and curriculum development.

Educational Technology

Educational Technology Publications, Inc.
140 Sylvan Avenue
Englewood Cliffs, N.J. 67632
12 issues $21.00

Contains the best on research and practical applications of educational technology and instructional design for educational innovators. A source of what's new in programmed instruction, learning psychology, films, computers in education and audiovisual aids.

PERIODICALS

Elementary English
National Council of Teachers of English
111 Kenyon Road
Urbana, Ill. 61801
8 issues $12.00

Articles cover spectrum of content and skills in elementary English language arts. Some issues focus on a single theme. Includes ideas for the classroom teacher to bring a fresh approach to teaching various aspects of language arts, plus reviews of children's literature and professional books.

The Elementary School Journal
University of Chicago Press
5801 Ellis Avenue
Chicago, Ill. 60637
8 issues $8.00

Contains professional and classroom instruction articles for the elementary teacher. The column, "From the Publishers," which appears regularly in the journal, is a non-annotated listing of selected professional and classroom materials.

Elementary Teacher's Ideas and Materials Workshop
Elementary Teacher's Workshop
Box 14
West Nyack, N.Y. 10994
10 issues $18.00

A monthly collection of teaching ideas, seasonal activities and topical instructional units for the elementary classroom.

English Journal
National Council of Teachers of English
111 Kenyon Road
Urbana, Ill. 61801
9 issues $12.00

A professional magazine for secondary teachers, dealing with literary and humanistic topics. Contains lists of instructional materials and addresses the questions of "how to do," "why to do" and "what to do."

The ERIC Report
ERIC Clearinghouse for Junior Colleges
96 Powell Library
University of California at Los Angeles
Los Angeles, Calif. 90024
free

The best overview of current news about the Educational Resources Information Center (ERIC) network of clearinghouses and their activities. Its contents should interest teachers and librarians. For further information on ERIC see page 27 and Appendix B.

PERIODICALS

Foxfire Magazine

The Rabun Gap-Nagoochee School
Rabun Gap, Ga. 30568
4 issues $5.00

The first of the regional, student-produced, ethnically historical magazines which help to re-establish threads of communication between age groups and cultures. A source book for southern American culture and a "how to do it" book for teachers interested in helping students explore their own communities.

Good Apple

Box 299
Carthage, Ill. 62321
5 issues $8.00

A newspaper of child-centered games, ideas and activities covering all curricular areas in the elementary school. It is much like the *De-Schooling Primer No. 4*.

Human Behavior Curriculum Project for Secondary Schools

Carleton College
Northfield, Minn. 55057
free

This newsletter is for psychology teachers at the secondary level who are in search of additional classroom ideas beyond those contained in standard textbooks.

Instructor

P.O. Box 6099
Duluth, Minn. 55806
9 issues $9.00

The best known classroom magazine for news of teaching and learning techniques, ideas and publications. Its monthly issues are welcomed by the teacher who is looking for creative ideas for tomorrow's classes. It is designed for K-8 general curriculum.

Journal of American Indian Education

Center for Indian Education
College of Education
Arizona State University
Tempe, Ariz. 85281
3 issues $3.50

This publication contains articles by and about American Indians. It covers such topics as testing, innovations and self-image. Problems of the American Indian relating to educational institutions are discussed.

Journal of Open Education

133 Mt. Auburn Street
Cambridge, Mass. 02138
3 issues $8.50

It is devoted to the sharing of resources, curricula, and problems of people in open education. The primary focus is on practical "how to" articles for use by others. Most contributions to this journal come from the subscribers.

K-8
Mr. Stuart Miller
North American Publishing Company
134 North 13th Street
Philadelphia, Pa. 19107

This magazine is presently undergoing revision. In the past it has served the elementary teacher and administrator in making the classroom come alive with suggestions for activities and problem-solving. Write to the above address for further details on the new publishing date.

Learning: The Magazine for Creative Teaching
1255 Portland Place
Boulder, Colo. 80302
9 issues $10.00

This elementary teacher's magazine includes educational news and curricular ideas. Poster inserts, lists of instructional ideas and interviews with classroom teachers and notable educators fill its pages. Rural educators may find it oriented more toward the urban child's needs.

Mathematics Teacher
National Council of Teachers of Mathematics
1906 Association Drive
Reston, Va. 22091
8 issues $13.00

Articles devoted to the nature of mathematics, techniques of teaching, current trends, experimental studies, resource materials and activity ideas. Special sections summarize research and review books and materials.

Media and Methods
Media and Methods Institute, Inc.
134 North 13th Street
Philadelphia, Pa. 19107
9 issues $9.00

Primarily for the secondary level but materials mentioned can be adapted to other grades. It contains articles on the affective and cognitive areas—gaming and simulation, audiovisual education, visual literacy, humanistic education, literature and film study.

Media Mix: Ideas and Resources for Value Education
221 West Madison Street
Chicago, Ill. 60606
9 issues $5.00

New films are reviewed from the teacher and curriculum points of view. Books on filmmaking and the film are reviewed with a touch of salt. Descriptive and evaluative comments on communications, games, filmstrips, kits, video and other resources are included with complete ordering information. Tiny but succinct (8 pages per issue) and worth the price to teachers at the secondary level.

Minnesota Reading Quarterly
Box 22467
Minneapolis, Minn. 55422
4 issues $6.00

A good source for elementary, secondary and post-secondary reading instruction techniques and ideas. Included in each issue are reading research, reviews of materials and dates for future International Reading Association meetings and conventions.

New Schools Exchange Newsletter
New Schools Exchange
P.O. Box 820
St. Paris, Ohio 43072
24 issues (12 magazines, 12 newsletters) $10.00

This publication explores living and learning experiences which can be woven into the curriculum. It is a good source of publications for humanistic education and includes personal views of classroom teachers.

Occupational Outlook Quarterly
U.S. Department of Labor
Bureau of Labor Statistics
Superintendent of Documents
Washington, D.C. 20402
4 issues $1.50

This quarterly publication supplements the *Occupational Outlook Handbook.* It contains high-interest articles on the world of work for young people.

Orbit: Ideas for Teaching and Learning
Ontario Institute for Studies in Education
252 Bloor Street West
Toronto, Ontario M5S IV6
5 issues $3.00

Professional reading for classroom teachers of all levels, highlighting exemplary Canadian programs and projects in education. Lists free and inexpensive instructional materials in each issue.

People Watching: Curriculum and Techniques for Teaching the Behavioral Sciences
Behavioral Publications, Inc.
2852 Broadway
Morningside Heights
New York, N.Y. 10025
6 issues $5.00

A vehicle for the exchange of information among teachers, curriculum designers, research investigators and community mental health personnel on topics of behavioral science curricula and applied programs in elementary and secondary schools. An excellent source of ideas, something to try, why and how, news and letters, the media. Similar in style to *Media and Methods.*

Periodically
American Psychology Association
Clearinghouse on Precollege Psychology and Behavioral Science
1200 17th Street, N.W.
Washington, D.C. 20036
free

Periodically arrives in an envelope with two other brief publications, *Human Behavior* (which reports news on the Curriculum Project for Secondary Schools) and *Aperiodically* (which reviews current publishing in psychology and related areas). Classroom ideas,, news of what other psychology teachers are accomplishing and producing and national news and events are reported in a casual, readable format.

The Reading Teacher
International Reading Association
800 Barksdale Road
Newark, Del. 19711
8 issues $15.00 (includes membership in IRA)

For elementary classroom teachers and others who share an interest in reading. It serves as an open forum presenting differing opinions.

Science & Children
National Science Teachers Association
1201 16th Street, N.W.
Washington, D.C. 20036
8 issues $8.00

Devoted to assisting the elementary school teacher in the teaching of science. Includes classroom procedures, developments in the various areas of science teaching and reviews of materials. Ideas and activities for the classroom teacher in the area of elementary science.

Social Education
1201 16th Street, N.W.
Washington, D.C. 20036
8 issues $12.00

The professional magazine for social science teachers. It is suitable more for the secondary level but materials mentioned can be adapted to other levels. It contains "what to do," "how to do" and "why to do" articles on social education. It also has excellent bibliographies and special articles.

The Teacher Paper
2221 N.E. 23rd
Portland, Ore. 97212
4 issues $3.00

A non-establishment "independent journal of fact and opinion" which welcomes all teachers' input. Includes teaching ideas, book reviews and alternative educational points of view.

Teacher: The Professional Magazine of the Elementary Grades

Teacher Subscription Service
P.O. Box 800
Cos Cob, Conn. 06807
11 issues $8.00

A good all-around journal for new or experienced classroom teachers. It is primarily for the elementary level, and tends to reflect urban and suburban values and experiences more often than rural. (Formerly *Grade Teacher.*)

Teachers and Writers Collaborative Newsletter

c/o Public Schools 3
490 Hudson Street
New York, N.Y. 10014
4 issues $5.00

Good ideas and techniques for writing assignments. A practical guide for teachers who really want to stimulate their students to write.

Teaching Exceptional Children

Council for Exceptional Children
1920 Association Drive
Reston, Va. 22091
4 issues $7.50

This publication deals with the teaching and learning of slow learners, handicapped and gifted children. It contains classroom management techniques, a "Teacher Idea Exchange" column and subject area articles. Most articles are written by practicing teachers of learning handicapped children.

Top of the News

American Library Association
50 East Huron Street
Chicago, Ill. 60611
4 issues $8.00

Journal of the Children's Services Division and Young Adult Services Division of the American Library Association. Not available by subscription; see school or public librarians for copies. Excellent articles on how to extend the library into the classroom and extracurricular activities.

Value Education Newsletter

Value Education Publications
P.O. Box 947
Campbell, Calif. 95008
9 issues $11.00

This newsletter contains information on new trends, products, programs and workshops in value education. Articles from readers are encouraged.

ALERT Sourcebook of Elementary Curricula, Programs and Projects

Docent Corporation
430 Manville Road
Pleasantville, N.Y. 10570
$9.95

This sourcebook contains descriptive and detailed information on more than 200 innovative programs and practices. It serves three purposes: (1) to increase the reader's awareness of research and development programs and practices; (2) to increase the reader's knowledge, understanding and application of these programs; and (3) to move the reader to adopt/adapt/reject decisions about alternatives.

AoA Catalog of Films on Aging

U.S. Department of Health, Education and Welfare, 1973

More than 100 motion pictures dealing with many subjects in the field of aging, including accident prevention, health, activities, housing, income, retirement and use of leisure time. Also includes a few titles of filmstrips, plays, radio broadcasts and slides. Contains a bibliography of film catalogs. Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. 60 cents. When ordering, refer to HE 17.302:F 48.

Argus Communications

7440 Natchez
Niles, Ill. 60648
free

The Argus catalog includes interdisciplinary materials that are life-centered and value oriented. Programs, text, posters and other multimedia materials are designed to sharpen communication skills and develop social awareness. Write to the above address for a catalog.

Big Rock Candy Mountain

Portola Institute, Inc.
1115 Merrill Street
Menlo Park, Calif. 94025
paper $4.00

A compendium of ideas, inventions, books, sources and a little bit of everything for learning. Guaranteed to be well-thumbed before the year's end by students and innovative teachers.

Book Bait: Detailed Notes on Adult Books Popular with Young People, 2nd Edition

Elinor Walker, comp., 1969

American Library Association
50 East Huron Street
Chicago, Ill. 60611
paper $2.25

The 100 adult titles presented demonstrate immediate and strong appeal to young readers in the thirteen to sixteen age group. Selections are summarized in detail. Follow-up titles of related interest are suggested. Recommends specific adult books of proven appeal to young people.

Catalog of Captioned Films for the Deaf

Prepared by Anita A. Carpenter, 1967

Division of Educational Services, Bureau of Education for the Handicapped
Office of Education, U.S. Department of Health, Education and Welfare
Washington, D.C. 20202
(price varies)

A catalog of captioned motion pictures of general interest in broad categories, such as adventure and action, biographical drama, comedy, documentary, drama, driver education, guidance, fantasy, mystery, sports, western and science fiction. Also has classroom films for instructional areas, such as business and economics, language arts, literature, science and social studies plus films and filmstrips for teacher education. Available to all registered schools and classes for the deaf. More than 500 entries. Contains a list of film distributing centers, an overview of the captioned films for the deaf program and lists of films withdrawn from circulation.

The CEDaR CATALOG of Selected Educational Research and Development Programs and Products, 4th Edition

Council for Educational Development and Research, Inc.
Commercial Education Distributing Service
P.O. Box 3711
Portland, Ore. 97208
$14.95

A catalog of what has been and will be produced in research and development centers and educational laboratories as a result of federal funding. It contains a description of each program along with product abstracts, evaluations, characteristics, price and availability of each program. Many of the products listed are not available from any other source.

Course and Curriculum Improvement Projects: Mathematics, Science, Social Sciences

National Science Foundation, ed.

This booklet is in catalog form. It describes the major course and curriculum projects supported by the National Science Foundation. It contains materials on curriculum development, textbooks, laboratory guides, resource materials for teachers, supplementary materials for students, equipment development, films and educational research. The materials are organized according to grade level—elementary, intermediate and secondary—and then within the educational level by broad discipline groupings: mathematics, science and social sciences. It provides the reader with information needed for ordering materials. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. $1.20.

De-Schooling Primer No. 4

Zephyrus Materials Exchange
c/o Ron Jones
1201 Stanyan Street
San Francisco, Calif. 94117
$1.50

This is an exciting "newsbook" collection of inventive games, lesson plans and learning experiences. The materials contained were submitted by teachers, parents and some students. Material is applicable to all grade levels. The *De-Schooling Primer No. 4* also contains reference to other materials available through the Zephyrus Materials Exchange. The Zephyrus Exchange is a neat source of materials for teachers.

Doors to More Mature Reading: Detailed Notes on Adult Books for use with Young People

Committee of the Young Adult Services Division, 1964

American Library Association
50 East Huron Street
Chicago, Ill. 60611
paper $4.00

An unusual list of nearly 150 fiction and non-fiction adult books for mature young readers. In-depth annotations summarize content and present the flavor of each book.

Farallones Scrapbook. . .Our Apprenticeship in Making Places and Changing Spaces in Schools, At Home and Within Ourselves

Book People
2940 7th Street
Berkeley, Calif. 94710
$6.95

This sourcebook is both a "how to" and a "why to" tool for the teacher who wishes to build an exploring, curiosity-supporting environment for learning. It contains many photos and sketches which are helpful. Basically shows the many uses of "scrounged scraps" for the learning environment.

Films for Human Relations, Rev. Edition

Film Division, American Jewish Committee, Institute of Human Relations, 1961
165 E. Fifty-Sixth St.
New York, N.Y. 10022
50 cents

A listing of motion pictures which promote "wholesome intergroup relations" and which strengthen "American democracy." The list is divided into seven categories: bridging differences for a healthier community, America's heritage, the individual, tomorrow's citizens, bigotry rampant, the United Nations and the healthy personality. Includes more than 200 films; most are 5- to 30-minute non-theatrical educational films. Thirty-two are full-length feature films. Although this particular list is somewhat dated, the American Jewish Committee issues this type of list periodically. Ask for the most recent revision.

Films Kids Like

Susan Rice, ed., 1973

American Library Association
50 East Huron Street
Chicago, Ill. 60611
$4.95

A selected annotated list of approximately 225 "child-tested" short films illustrated with stills from the films and reproductions of the young viewers' own artistic responses to their film experiences. Published for the Center for Understanding Media.

Folk Music: A Catalog of Folk Songs, Ballads, Dances, Instrumental pieces, and Folk Tales of the United States and Latin America on Phonograph Records

U.S. Library of Congress, Music Division, Recording Laboratory
Reference Department, 1964

It is a listing of records (78 rpm and 33 1/3 rpm) representing a sampling of the best of more than 16,000 in the Archive of Folk Song of the Library of Congress. Included in the catalog are 1,240 titles of folk music and tales recorded in the field by music historians, for sale by the Library of Congress. Recordings are indexed by geographical area, by subject and by title. Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. 40 cents.

Free and Inexpensive Learning Materials, 17th Edition

George Peabody College for Teachers
Division of Surveys and Field Services
Nashville, Tenn., 1974
paper $3.50

More than 2,800 instructional aids are compiled and categorized under the following topics: classroom newspapers and magazines, courtship and marriage, parent education, music and songs, and Latin America. Many of the listings are annotated.

From ABACUS to ZURICH: An Expanded Index to University of Michigan Film Library

University of Michigan Audiovisual Education Center
416 Fourth Street
Ann Arbor, Mich. 48103
free

This is an expanded index to the *University of Michigan Film Library Catalog 1972.* It classifies 6,500 film titles under 3,700 headings. It contains 15 entries under "Educational Innovation" in addition to many useful entries under "Education–Study and Teaching" and "Educational Media."

Government Periodicals and Subscription Services
U.S. Government Printing Office Price List 36, May 1974

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
free

Like many of the pamphlets and lists from the U.S. Government Printing Office, this one is free for the asking. Included is an alphabetical listing by title of all periodicals currently available for sale from the office on a subscription basis. A second section lists alphabetically by title other publications which are of a "manual" or "basic volume" nature. Examples of the types of periodicals schools might find useful: *Aging, Agricultural Research, Airman, American Education* (see the Periodical section of this report), *Children Today, FAA Aviation News, International Educational and Cultural Exchange, Monthly Catalog of Government Publications, Occupational Outlook Quarterly, Outdoor Recreation Action,* and in the second section, *Background Notes on the Countries of the World, Commemorative Stamp Posters, Outdoor Recreation* and *Grants-In-Aid Manual.*

The Guide to Simulation Games for Education and Training

David W. Zuckerman and Robert E. Horn

Information Resources, Inc.
P.O. Box 417
Lexington, Mass. 02173
$17.00

The most complete catalog available on simulation games. Covers games applicable from early elementary through graduate school in all subject areas. Each entry includes a complete description of the game, price, number of players, objectives and appropriate age level. Well worth the price!

Guides to Educational Media: Films, Filmstrips, Kinescopes, Phonodiscs, Phonotapes, Programmed Instruction Materials, Slides, Transparencies, Videotapes, 3rd Edition

Margaret I. Rufsvold and Carolyn Guss, 1971

American Library Association
50 East Huron Street
Chicago, Ill. 60611
paper $3.00

An annotated, comprehensive guide which identifies and describes the catalogs and lists services of professional organizations and specialized periodicals which systematically provide information on educational media. The first section covers generally available catalogs, indexes and lists. Descriptive annotations for each item detail their scope, arrangement, entries and special features. The second section lists selected educational media periodicals and gives a brief description of content for each, complete address, frequency of issue and price. The third section lists and describes national professional organizations concerned with educational media.

I Read, You Read, We Read/I See, You See, We See/ I Hear, You Hear, We Hear/I Learn, You Learn, We Learn

Children's Services Division, 1971

American Library Association
50 East Huron Street
Chicago, Ill. 60611
paper $2.00

Books to read, films to see, records and tapes to hear, stories to be told. Here, for volunteers and others working with the culturally disadvantaged, is a guide to materials that are realistically aimed at reaching these children.

Index to Instructional Media Catalogs

R.R. Bowker
1180 Avenue of the Americas
New York, N.Y. 10036
$19.95

It tells which catalogs to review for any media, grade level, or subject area, as well as what equipment to use.

Inside Out: A Guide for Teachers

Lochie B. Christopher and Orvis A. Harrelson, eds.
National Instructional Television Center, Bloomington, Ind.
(Sponsoring agency: Exxon Corp., New York, N.Y.), 1973

Helps teachers to creatively meet challenges of affective teaching. In a feelings approach to health education, it emphasizes communication skills, learner involvement and interpersonal relations. The thirty, 15 minute color films are designed to help 3rd, 4th and 5th grades achieve and maintain well-being while relying upon student valuing and decision making. Available from ERIC Document Reproduction Service, P.O. Box 190, Arlington, Va. 22210. When ordering, include the following: ED 081 199; HC. Price $4.20; postage 18 cents. See Appendix B for a more complete listing of clearinghouses and information regarding ordering of ERIC documents.

CATALOGS

Let's Read Together: Books for Family Enjoyment, 3rd Edition

Selected and Annotated by a Special Committee of the National Congress of
Parents and Teachers and the Children's Services Division, 1969

American Library Association
50 East Huron Street
Chicago, Ill. 60611
paper $1.50

A guide in the selection of children's books—for reading aloud, for a child's own reading, and for the home library. More than 550 books are listed and described under interest headings and age levels. Titles range from books for the youngest child to those for boys and girls in their early teens.

Materials for the Open Classroom

Skip Ascheim, ed.

Dell Publishing Company, Inc.
A DELTA SPECIAL series
1 Dag Hammarskjold Plaza
New York, N.Y. 10017
$3.00

This catalog was compiled at the Follow Through Project of the Education Development Center, Newton, Massachusetts, during the years 1968 to 1971. It was preceded by *Big Rock Candy Mountain*. It is useful for kindergarten through twelfth grades. It contains numerous illustrations and encourages the use of open-ended materials.

Multimedia Approach to Children's Literature: A Selective List of Films,
Filmstrips, and Recordings Based on Children's Books

Ellin Grenne and Madalynne Schoenfeld, 1972

American Library Association
50 East Huron Street
Chicago, Ill. 60611
paper $3.75

This guide to "child-tested" nonprint materials presents a selective list of films, filmstrips, recordings and books. All were selected to pique the interest of children from preschool to grade eight. Also included are author, subject, film and record indexes, a directory of distributors and the latest buying information.

North American Educator's World

North American Publishing Company
134th North 13th Street
Philadelphia, Pa. 19107

A standard guide to American and Canadian Educational Associations, publications, conventions, research centers and foundations. All entries are annotated. Teachers would find this catalog useful in keeping current with educational organizations. An important sourcebook for school libraries. Write to publisher for current edition and price.

People's Yellow Pages of America
Written and edited by Scott R. French, 1974

Richard Heller & Son, Inc.
90 Daisy Farms Drive
New Rochelle, N.Y. 10804
$5.00

This is a book of alternatives to the ever-increasing, maddening circle of closed-system consumption as practiced by a majority of American corporations. The listings herein are not advertising. They are recommendations for groups believed to be more interested in helping people, or performing an honest service, than in making money.

Grouped by subject, this is another of the current "catalogs" which is best utilized when read clear through and browsed again later. Though sometimes city-oriented, much of its content is less urban than others of its type. This offers ideas for alternative solutions to economic problems which can be explored within classroom activities.

Programmed Learning: A Bibliography of Programs and Presentation Devices, 5th Edition
Compiled by Dr. Carl Hendershot with the assistance of publishers, writers,
and the National Society for Programmed Instruction, 1974

A listing of programs in school subjects ranging in level from pre-primary to college and adult education. The basic publication includes listings to February 1967. The few programs which require machines and gadgets are identified, and information regarding them is provided in a separate section. Reference books and periodicals about the use of programmed learning in business, industry, government, schools and colleges are listed in the Reference Section. Provides a directory of publishers and manufacturers with code for abbreviations used, a reference list of nonprogrammed publications, and a vinyl binder with index.

Available from Dr. Carl Hendershot, 4114 Ridgewood Drive, Bay City, Mich. 48706. Basic bibliography $31.75; basic bibliography plus two supplements $43.75; basic bibliography plus four supplements $55.75.

Schwann Record & Tape Guide
(Formerly Schwann Record Catalog)

Book Clearing House
376 Boylston St.
Boston, Mass. 02116
Monthly, 95 cents

Monthly catalog lists almost all currently available longplaying 10" and 12" records, cassette tapes and reel tapes, classified in more than a dozen subjects and type-of-recording categories, such as ballets, operas, jazz anthologies, spoken word and miscellaneous. The supplement lists many imports and unusual records not included in the monthly catalogs, such as children's music, popular music of other countries and religious music. Lists new releases for current month with complete price lists. The annual Artist Issue lists all currently available classical records, cross-referenced by performance type.

The Seed Catalog: A Teaching/Learning Resource Guide

Jeffrey Schrank, ed.

Beacon Press
25 Beacon Street
Boston, Mass. 02108
$5.95

An educational conglomeration similar to *The Whole Earth Catalog.* Cites sources, publications, groups and ideas on alternative schools.

Selected U.S. Government Publications

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
Monthly, free

Every teacher should be on the mailing list for this guide to government publications of interest to the general public. Yearbooks of agriculture, pamphlets on every imaginable practical topic, books created out of the endless wealth of the Smithsonian Collection, histories of forts, Vietnam, patents, how-to-do it manuals for apple-growers, school bus driving, bee-keeping and metrics. An intriguing source for classroom materials.

Social Studies Curriculum Materials Data Book, Volumes 1 and 2
Social Science Education Consortium, Inc., 1974
855 Broadway
Boulder, Colo. 80302
$40.00 per year
(Supplements issued in March and October) $15.00

Irving Morrissett and W.W. Stevens, Jr. initiated and administered the development of this extensive project aimed at disseminating the best work and the best information produced in recent years by social scientists and educators in the development and use of elementary and secondary social studies materials in which the content and methods of the social science receives the major emphasis. Each of the data sheets contains:

- an overview of the most significant features of the materials under analysis;
- a specific description of the format and elements of the materials and their cost;
- information about the required or suggested time necessary to implement the material;
- a description of the intended user characteristics, of both students and teachers;
- an explanation of the rationale and general objectives of the materials;
- a description of the content;
- an explanation of the primary teaching and gaming procedures;
- evaluative data, comments and suggestions for use of the materials.

For a similar publication, see *the ALERT Sourcebook of Elementary Curricula, Programs and Projects,* listed in this section.

Source Catalog: Communications

Swallow Press, Inc., 1971
1139 S. Wabash Ave.
Chicago, Ill. 60605
$1.75

The catalog is designed to put people in touch with projects and resources and to encourage the building of creative, new working relationships among people. A rich resource for secondary teachers whose coursework reaches beyond school walls into the mass media, art and music.

Spoken Records, 2nd Edition

Helen Roach, 1966

Scarecrow Press
P.O. Box 656
Metuchen, N.J. 08840
$4.50

A discursive bibliography of spoken recordings, including documentaries, lectures and interviews; readings by authors such as Robert Frost, T.S. Eliot, W.B. Yeats, William Faulkner; children's literature; religious and Biblical works; plays of Shakespeare and others. Selections for inclusion have been made on the basis of excellence in execution, literary or historical merit, interest and entertainment value. More than 500 entries. May be updated with the *Schwann Record and Tape Guide.*

Subject and Title Index to Short Stories for Children

Subcommittee of the A.L.A. Editorial Committee, 1955

American Library Association
50 East Huron Street
Chicago, Ill. 60611
cloth $6.50

Indexes nearly 5,000 stories under more than 2,000 subjects chosen to meet the varied needs of libraries. The 373 books indexed were selected with the help of school and children's librarians throughout the country. Few of the stories included have been indexed elsewhere. For use in grades three through nine. Grading is indicated for each story collection.

Themes Two

William Kuhns

Pflaum/Standard
8121 Hamilton Avenue
Cincinnati, Ohio 45231
$4.95

The growing use of short films in classrooms inspired critic William Kuhns to select 100 films for high school teachers with one basic criterion: which films invite a second showing? Half the films listed in *Themes Two* are animation, most are less than 10 minutes long and all are indexed by theme.

Video and Kids

Prepared by the Center for Understanding Media

Gordon and Breach
1 Park Avenue
New York, N.Y. 10016
paper $2.95

This publication reports the broad uses of videotape in education and how it encourages children to use other learning skills enthusiastically. A tool for exploration and discovery. Helps children gather information and express ideas freely and creatively. Includes articles on the video, classroom activities and examples of projects now in progress.

Yellow Pages of Learning Resources

Gee! Groups for Environmental Education, Inc.
1214 Arch Street
Philadelphia, Pa. 19107

or

MIT Press
28 Carleton Street
Cambridge, Mass. 02142
$1.95

An enthusiastic reaching into the people, places and publications of education—from an alternative education point of view.

Association for Supervision and Curriculum Development

ASCD
1201 16th Street, N.W. (Room 428)
Washington, D.C. 20036

The Association publishes a number of useful books, booklets and audiocassettes in six major areas: School and Society, Teaching/Learning, Supervision, Curriculum, Subject Areas, Organizational Issues. Yearbook titles have included: *Education for Peace: Focus on Mankind (1973); Perceiving, Behaving, Becoming: A New Focus For Education (1962); Life Skills in School and Society (1969); A New Look At Progressive Education (1972).* Additional publications are the annual *Curriculum Materials*, a listing by subject and geographic location of new school-produced instructional programs and materials, and special publications such as *Social Studies Education Projects: An ASCD Index* (1971). The Association also produces *Educational Leadership*, a monthly journal for teachers and supervisors interested in curriculum development.

The Center for Grading Alternatives

2100 East Genesee Street
Syracuse, N.Y. 13210
(315) 472-6777

This is a resource center for those interested in improving grading and reporting practices. The center provides a newsletter and consultant services.

The ERIC Clearinghouse on Information Resources

Stanford Center for Research and Development in Teaching
School of Education
Stanford University
Stanford, Calif. 94305

ERIC (Educational Resources Information Center) is a national information system dedicated to the dissemination of educational research results, research-related materials and other resource information that can be used in developing more effective education programs.

Through a network of clearinghouses, each of which is responsible for particular educational areas, the information is acquired, evaluated, abstracted, indexed and listed in ERIC reference publications—*Research in Education* (RIE) and *Current Index to Journals in Education* (CIJE). These provide access to reports on innovative programs and the most significant efforts in educational research, both current and historical.

Further, each clearinghouse generates bulletins, newsbriefs, bibliographies, research reviews and interpretive studies. The Clearinghouse on Information Resources would be glad to put you on its mailing list. For further information, write to the above address. It should be noted that the material they will send will explain how to use the ERIC system. See Appendix B for a more complete listing of ERIC clearinghouses and information regarding ordering of ERIC documents.

Far West Laboratory for Educational Research and Development

FWLERD
1855 Folsom Street
San Francisco, Calif. 94103

This is an information center offering a wide variety of services, publications and products. The Far West Laboratory is noted for its development of mini-courses for teacher education. It is recommended that a catalog or listing be requested for a full description of their services. It should be understood that any material requested, other than a catalog or listing, will probably have a charge.

National Council for the Social Studies Yearbook
National Council for the Social Studies
1201 16th Street, N.W.
Washington, D.C. 20036
Annually/paper $6.00; hardback $7.50

A compilation of articles and ideas centering on a chosen theme. Many of the articles are applicable to the classroom while others may be more philosophical in nature. Of particular interest to secondary teachers of social studies and humanities.

Northern Colorado Educational Board of Cooperative Services
NCEBOCS
830 South Lincoln
Longmont, Colo. 80501

Northern Colorado Educational Board of Cooperative Services is an information retrieval center. Available products and services:

- *Idea Books*—These books present teachers with activity ideas designed to supplement and enhance the existing curriculum. K-6th grade level packets $3.50, 7-12th grade level packets $7.50.
- *Journal Articles for Concerned Educators*—Each compilation of journal articles is continually updated and designed to provide general information on a specific topic. $10.50/packet.
- *ERIC Materials for Concerned Educators*—Included in each packet are ERIC abstracts, one or more documents in microfiche and a sample of hard copy. $15.50/packet.
- *Mini-monographs*—Mini-monographs are four to seven page papers written in either a problem solving format or as a position paper. $4.50/packet.
- *Search-in-depth*—These individualized searches are retrieved for requestors in response to specific questions. Information includes educational journal articles.

For catalogs of information on products and services, write to the above address. It should be understood that any materials requested other than a catalog listing will probably have a charge.

Northwest Regional Educational Laboratory
NWREL
710 S.W. Second Avenue
Lindsay Building
Portland, Ore. 97204
(503) 224-3650

The Northwest Regional Educational Laboratory is a private, non-profit institution supported by funds from the U.S. Office of Education, National Institute of Education, and other state and local agencies. Its ultimate goal is to improve educational practices. It serves its members by identifying new products, designing and developing materials and methods, evaluating the effectiveness of these products and disseminating and helping install proven products in institutions where they are needed.

The Northwest Regional Educational Laboratory has four divisions of service: Division of Instructional Systems Development; Division of Curriculum Development Programs; Division of Career Educational Programs; Division of Technical Assistance Programs.

For a listing of available products and services, write to the above address. It should be understood that any materials requested other than a catalog listing will probably have a charge.

SERVICES AND SOURCES

Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colo. 80302

This consortium is a resource and dissemination center for social studies and social science education. It publishes occasional papers, newsletters and books that contain materials and ideas for the classroom. It also conducts conferences and workshops. Further, the consortium serves as the ERIC Clearinghouse for Social Studies/Social Science education.

Workshop for Learning Things, Inc.
5 Bridge Street
Watertown, Mass. 02172

The Workshop is a teacher center, within which teachers can explore teaching and exchange ideas. It publishes a free catalog which lists ideas and multimedia materials that have been developed at the workshop. The materials are suitable for all grade levels and subject areas. Teachers are always welcome to visit and use the workshop if they wish.

The World Future Society
Box 30369
Bethesda Branch
Washington, D.C. 20014

The Society has a number of non-technical aids relating to the study of futures. It publishes a magazine and a bulletin which contain information on future's courses. The Society also maintains a book service, a speaker bureau, a tape library and a series of radio programs for education.

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TOPICAL BIBLIOGRAPHIES

TEACHER'S RESOURCE GUIDE

BIBLIOGRAPHIES OF TOPICAL INTEREST TO EDUCATORS

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Unlike the preceding bibliographic section which contained resources of general interest, this section has been organized around specific topics. The first two treat resources about "humanizing education" and "values and decision making." Other topics will be developed and distributed for inclusion in the guide at a later date.

Each topic is introduced with a brief description and a list of key words helpful in conducting related research. Then, annotated bibliographies of selected books and services and sources pertaining to the topic are listed.

TOPIC I: HUMANIZING EDUCATION

Humanistic education requires the use of curriculum that aids both the intellectual and emotional development of a student. Within the humanistic education framework, a teacher stresses a learning process that integrates all the factors in the world of learning rather than trying to separate a student's emotions from his intellect.

Among skills included in humanistic education are those of problem-solving, decision-making and development of a good self-concept, as well as those which will allow students to realize their full potential in the world of leisure and work. A blend of relevant resources, sufficient knowledge and self-confidence will enhance the teacher's ability to provide students with the kinds of skills that make them fully functioning individuals. As teachers personally experience what they are asking students to do and as they become comfortable with the materials they use, of course, the chance for student development reaches higher success.

Within the broad range of concepts included in humanistic education, a number of key words (some people call them "descriptors") have been identified by researchers to guide inquiry. The following key words, for instance, could appear as subject headings in card catalogs, periodical indexes or pamphlet files in school and public libraries; they also are used extensively in the national computerized educational information system (see Appendix B). The key words below may be useful as subject headings for structuring a teacher's personal file or a staff resource file to complement inservice training on humanistic education. Readers will note some of the key words in boldface type in the entries on the following pages.

ACTIVITY LEARNINGS
AFFECTIVE BEHAVIOR
AFFECTIVE EDUCATION
AFFECTIVE OBJECTIVES
ATTITUDES
CLASSROOM GAMES
CLASSROOM INTERACTION
COGNITIVE DEVELOPMENT
COGNITIVE PROCESS
COMMUNICATION
CONFLICT RESOLUTION
CONFLUENT EDUCATION
CONGRUENCE
CONTINUOUS LEARNING
CREATIVE EXPRESSION
CREATIVE THINKING
CREATIVITY
CURIOSITY
DECISION MAKING
DECISION-MAKING SKILLS
EMOTIONAL EXPERIENCE
EMOTIONAL DEVELOPMENT
EMPATHY
EXPERIENCE
EXPERIENCE ORIENTED
EXPLORATION OF WORLD AND SELF
FACTUAL PERCEPTION
GROUP EXPERIENCE
GROUP DYNAMICS
GROWTH AND CHANGE
HUMAN DEVELOPMENT
HUMAN DEVELOPMENT MODEL
HUMAN DIGNITY
HUMAN MOTIVATION
HUMAN POTENTIAL
HUMAN RELATIONS
HUMAN RELATIONS PROGRAM
HUMANISTIC APPROACH
HUMANIZATION
HUMANNESS
IMAGINATION
IMAGINATIVE ACTIVITY
INTELLECTUAL GROWTH
INTERPERSONAL COMPETENCE
INTERPERSONAL RELATIONSHIP
INTUITION
LEARNING PROCESS
MULTISENSORY LEARNING
NONVERBAL COMMUNICATION
NONVERBAL LEARNING
OPEN CLASSROOMS
PEER ACCEPTANCE
PERSON ORIENTED
PERSONAL RESPONSIBILITY
PHYSICAL DEVELOPMENT
PROCESS
PSYCHOMOTOR SKILLS
RESPONSIBILITY
RISK
SELF-ACTUALIZATION
SELF-AWARENESS
SELF-CONCEPT
SELF-ESTEEM
SELF-EXPRESSION
SELF-IDENTITY
SENSITIVITY
SENSORY INTEGRATION
SIMULATION
THOUGHT PROCESS
VALUES

Adams, Dennis M.
Simulation Games: An Approach to Learning
Charles A. Jones Publishing Co., Worthington, Ohio, 1973
$4.95

The theory and use of simulation games for the classroom is discussed. A section shows teachers how to design and develop their own **classroom games** or improve on those they already have. A listing of more than 40 prepared **simulations** is presented along with a description of the material and how to order it. This is followed by a listing of consulting firms that specialize in designing simulation games for the classroom. The author also describes several teacher-made educational games that can be used or adapted in the classroom. The bibliography of this book is extensive and provides the reader with additional resources for developing or finding classroom games. This book has material for all grade levels.

Ashton Warner, Sylvia
Teacher
Simon and Schuster, Inc., New York, N.Y., 1971
paper $2.95

Reminiscences of a teacher's twenty-four years experience in New Zealand. The author discusses the techniques she used for **creative** teaching, particularly with primary grade students. She stresses "organic teaching," which in essence is **experience-oriented** teaching that enables children to learn new ideas and facts by proceeding from what they already know. She includes examples and activities that could be utilized today. The author expresses a deep concern for the child as a **person**, not just as a student.

Berman, Louise M.
New Priorities in the Curriculum
Charles E. Merrill Publishing Co., Columbus, Ohio, 1968
hardback $6.95

The author emphasizes the need to stress **process goals** in our educational system. Berman believes that process-oriented persons have skills which enable them to handle themselves in a variety of situations with ease and adequacy. The traditional subject areas are considered in the last chapter which offers ideas for organizing a school's curriculum so as to blend the traditional and process subjects. The processes which are discussed include perceiving, **communicating**, loving, knowing, **decision making**, patterning, **creating** and **valuing**.

Brown, George I.
Human Teaching for Human Learning: An Introduction to Confluent Education
The Viking Press, New York, N.Y., 1974
hardback $8.50; paper $2.45

Brown's book introduces and explains the concept of **confluent education**, a philosophy and process of teaching and learning in which the **affective** and **cognitive** aspects of learning flow together. The author describes and recounts experiences of teachers in applying "awareness" games to the conventional curriculum. Lesson plans, sample affective techniques and activity units applicable to grade levels K-12 are included.

Brown, George I.
The Live Classroom
The Viking Press, Inc., New York, N.Y.
(In press)

This book will further develop the concept of **confluent education** as described in the author's earlier work, *Human Teaching for Human Learning*. It will include chapters on how confluent education can be worked into various subject areas such as math and literature. Some course outlines will be provided.

BOOKS: HUMANIZING EDUCATION

Bruner, Jerome S.
On Knowing: Essays for the Left Hand
Atheneum, New York, N.Y., 1965
paper $1.95

This collection of essays encompasses the **creative** elements in the **learning process.** The author explores the role of the **intuitive**, the **imaginative** and the emotive in helping to bring **creativity**, learning and **emotional development** to fulfillment. This is an excellent collection of essays that delves into educational psychology as well as aesthetics.

Bye, Margaret
Intergroup Relations Curriculum Program Report
Far West Laboratory for Educational Research and Development, Berkeley, Calif., 1972

Information on an elementary social studies, one-year program designed for use in its entirety or as a supplement to an existing program. Program goals: develop democratic **human relations**, help students understand governing process, develop positive **self-concepts**, reduce stereotypic thinking, acknowledge differences among people, and participate in the **learning process.** An interdisciplinary approach is pursued involving concepts of psychology, sociology, anthropology, history, science and language arts. Inductive methods involve students in activities which stress racial and social problems, games and simulations, films and student reports. Available from: ERIC Document Reproduction Service, P.O. Box 190, Arlington, Va. 22210. When ordering, include the following: ED 073 011; HC. Price $1.85; postage 18 cents. See Appendix B for a more complete listing of ERIC clearinghouses and information regarding ordering of ERIC documents.

Bye, Margaret
Materials and Activities for Teachers and Children (MATCH). Program Report
Far West Laboratory for Educational Research and Development, Berkeley, Calif., 1972

Multimedia kits that focus on **nonverbal learning.** Students examine real objects and participate in learning activities. The *MATCH* boxes aim for both **affective** and **cognitive learning** through an interdisciplinary approach to social studies. Available from: ERIC Document Reproduction Service, P.O. Box 190, Arlington, Va. 22210. When ordering, include the following: ED 073 012; HC. Price $1.85; postage 18 cents. See Appendix B for a more complete listing of ERIC clearinghouses and information regarding ordering of ERIC documents.

Castillo, Gloria A.
Left-Handed Teaching: Lessons in Affective Education
Praeger Publishers, New York, N.Y., 1974
hardback $6.50; paper $2.95

The first chapter of this book describes the author's experiences in the Ford-Esalen Project in **confluent education** and the influence it had on her and on her teaching. The remainder of the book contains lesson plans she developed for teaching both **cognitive** and **affective** skills. The plans are primarily for use at the elementary level; however, the ideas presented can be woven into other grade levels also.

De Mille, Richard
Put Your Mother on the Ceiling: Children's Imagination Games
The Viking Press, Inc., New York, N.Y., 1973
paper $2.25

The author presents a brief discussion of the need for the development and use of **imagination** in children to facilitate **learning**. This is followed by delightful imagination exercises. Although the exercises are primarily for use in the elementary grades, they could be easily adapted to other grade levels.

Gerbrandt, Gary L.
An Idea Book: For Acting Out and Writing Language K-8
National Council of Teachers of English, Urbana, Ill., 1974
paper $3.95

"If **small group techniques** were easy to use in the classroom," Gerbrandt admits, "more teachers would be using them." But small groups are essential to implementing James Moffett's philosophy of a student-centered language arts. From his own experiences, Gerbrandt suggests ways to use small groups successfully and then offers ideas that he and his student teachers tested with small classroom groups. Included are ideas for acting out language (pantomime, guessing games, charades, improvisation); ideas for writing out language (unfinished sentences, fables); and ideas for writing down language (scrambled sentences, dictated sentences). More than 700 examples are separated by grade level, difficulty, and number of students required. Available from Order Department, National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801. When ordering this book, refer to the following stock number: 03150R.

Glasser, William, M.D.
The Identity Society
Harper and Row, Publishers, New York, N.Y., 1972
hardback $5.95

The basic implication of this book for teachers is that there has been a shift from goal orientation to role orientation. "The change from a survival or goal society to an **identity** or role society is here." The author elaborates on the implications of this shift on our society and its institutions, including education.

Gorman, Alfred H.
Teachers and Learners: The Interactive Process of Education
2nd Edition
Allyn and Bacon, Inc., Boston, Mass., 1974
paper $4.95

This is a book for teachers who wish to improve that area of teaching that lies within the sphere of interactive behavior in the classroom. Gorman provides for the teacher the theoretical framework for interactive **communication** as well as a wide variety of exercises to facilitate this process. The author includes tools for diagnosing the quality of **class interaction**, and evaluative instruments to measure the effectiveness of the interaction process. A highly recommended book for its practicality.

Greer, Mary and Bonnie Rubinstein
Will The Real Teacher Please Stand Up: A Primer in Humanistic Education
Goodyear Publishing Co., Inc., Pacific Palisades, Calif., 1972
hardback $8.95; paper $5.65

This book provides a well-balanced combination of short articles and classroom activities that can be employed in improving **interpersonal relationships** between teachers and students. There are exercises, games and activities applicable for every learning level. An excellent bibliography of esources—people, places, things, books, films, student writings, periodicals—is included at the end of the book.

Henrie, Samuel N.
Human Development Program. Program Report
Far West Laboratory for Educational Research and Development, Berkeley, Calif., 1972

A **human relations** unit that emphasizes the **affective domain**. Its objectives are helping children develop **self-confidence, self-awareness**, and social interaction skills. Teaching/learning strategies focus on interaction among teacher-student-group communication. The "Magic Circle" discussion and activity session encourages two-way communication and deals constructively with **emotions**. Appropriate for pre-primary through 4th grades. Available from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, Va. 22210. When ordering, include the following: ED 073 010; HC. Price $1.50; postage 18 cents. See Appendix B for a more complete listing of ERIC clearinghouses and information regarding ordering of ERIC documents.

Holbrook, David
The Exploring Word
Cambridge University Press, New York, N.Y., 1967
hardback $12.50; paper $5.45

The author criticizes and suggests change for the present methods of English instruction. Although his frame of reference is the British system, his suggestions still have validity. The companion book to *The Exploring Word* is: *Children's Writing*, by David Holbrook. Cambridge University Press, New York, 1967. Hardback $9.50; paper $4.45.

Holt, John
What Do I Do Monday?
E.P. Dutton and Co., Inc., New York, N.Y., 1970
hardback $7.50
(paper $2.45 available from Dell Publishing Co., Inc., Los Angeles, Calif.)

This book discusses the author's theories of learning. He views learning as a **growth process** in which children integrate their learning into the world in which they live. Combined with his discussions of theory are practical suggestions of exercises and ideas to be used in the classroom in the teaching of reading, writing and arithmetic. Although Mr. Holt's work deals primarily with elementary students, many of these ideas are suitable for use at the secondary level. In addition, the author's references cite films, books and articles and other sources of information about current ideas in education.

An earlier book of Holt's that should be noted is *How Children Learn* published in 1967 and now available in Dell paperback for 95 cents. In this book, Holt uses games, talking and other childhood experiences to describe how children learn.

Jones, Richard M.
Fantasy and Feeling in Education
Harper and Row, Publishers, New York, N.Y., 1970
paper $1.95

Using Jerome Bruner's *Process of Education* as a starting point, Richard Jones develops his own theory of instruction which includes the **emotional** and **imaginal** aspects of **learning** as well as the **cognitive**. He illustrates his approach to learning by including excerpts of classroom activities developed around "Man: A course of Study," a fifth grade social studies curriculum. Though it would be helpful to read Bruner's book first, this book is highly recommended for educators at all levels.

Kirschenbaum, Howard, Rodney Napier and Sidney Simon
Wad-Ja-Get? The Grading Game in American Education
Hart Publishing Company, New York, N.Y., 1971
hardback $7.50; paper $2.45

This book presents a discussion of the traditional grading system from the viewpoint of teachers, students, administrators and parents. The process of changing a grading system is detailed in a narrative style. Appendix A is an annotated bibliography of eighty-nine articles, books and pamphlets dealing with research on grading. Appendix B presents eight alternatives to the grading system with a brief description of each together with their advantages and disadvantages.

Kohl, Herbert
The Open Classroom
Random House, Inc., New York, N.Y., 1969
hardback $4.95; paper $1.65

The author presents this book as a handbook for teachers who want to work in an open environment. Kohl very carefully distinguishes between a "permissive" classroom and an **open classroom**. He relates **experiences** teachers have had in open situations as well as presenting strategies for change, suggestions for activities and methods for relating to administrative personnel. The book is applicable to teachers at any level of instruction.

Manning, Duane
Toward a Humanistic Curriculum
Harper and Row, Publishers, New York, N.Y., 1971
hardback $7.50; paper $4.95

Toward a Humanistic Curriculum is written for administrators and teachers. The first part of the book discusses humanistic schools and how to design programs that are **person-oriented**. It also touches on organizational flexibility, faculty utilization and multidimensional grouping. The author offers specific suggestions and examples which should be of particular interest to administrators. The remaining chapters consider ways a humanistic-oriented school might approach the gifted student, nurture **creativity**, personalize social studies and teach science, mathematics and language arts. The author also has a chapter which describes seven different functions of evaluating and reporting progress.

Moffett, James
A Student-Centered Language Arts Curriculum, Grades K-13: A Handbook for Teachers
Houghton Mifflin Company, Boston, Mass., 1968
hardback $9.50

The author, who looks at the use of language as social **communication**, presents a model for English curriculum based on language performance. This book states the philosophy as well as the outline and background for the program of study *Interaction: A Student-Centered Language Arts and Reading Program*. The book is a must for all language arts/English teachers.

Montessori, Maria
Doctor Montessori's Own Handbook
Schocken Books, Inc., New York, N.Y., 1965
hardback $4.95; paper $1.95

This book provides a general discussion of Maria Montessori's learning theories and methods along with detailed examples of exercises and lessons for the classroom. The "Montessori" method of teaching stresses the development of **motor and sensory functions** in 3-to 7-year-old children that will help them in their preparation for learning to write and do arithmetic. The book contains a detailed example of how a "Montessori" classroom is set up. There are numerous photographs in the book that illustrate the materials Dr. Montessori recommends for the classroom.

BOOKS: HUMANIZING EDUCATION

Moustakas, Clark
The Authentic Teacher: Sensitivity and Awareness in the Classroom
Howard A. Doyle Pub. Co., Cambridge, Mass., 1966
hardback $5.50; paper $3.50

This book discusses the concept of the development of **interpersonal relations** within the school to help students with their **self-image** and **self-awareness**. It stresses the need for teachers to be authentic and real in order to facilitate the **personal growth** of the student. In addition, it presents resources that teachers can use in helping students expand their **self-concept.** However, it is stressed that the choice of resources used should be based on the child's interests. This book contains material for all grade levels. It would be helpful to guidance counselors and teachers who wish to help students in personal development.

Parnes, Sidney J.
Creative Behavior Guidebook
Charles Scribner's Sons, New York, N.Y., 1967
paper text $3.25; workbook $3.25

This book is designed for anyone who wants to delve into the "whys" as well as the "hows" of nurturing **creative** talent. Part I provides a solid foundation in the philosophy and psychology of creative behavior, and Part II is a detailed instructional program for cultivating creative behavior. A valuable guide, including both theory and practice.

Parnes, Sidney J. and Harold P. Harding, eds.
A Source Book for Creative Thinking
Charles Scribner's Sons, New York, N.Y., n.d.
paper $5.50

Don't miss this one if you're looking for solid footing in what the **creative behavior** movement is all about. It includes articles by such well-knowns as E. Paul Torrance, Abraham Maslow, Carl Rogers, J.P. Guilford, Frank Barron and Calvin Taylor.

Pfeiffer, J. William and John E. Jones, eds.
A Handbook of Structured Experiences for Human Relations Training, Volumes I-IV
University Associates, Publishers and Consultants, San Diego, Calif., 1974
$4.00 each

More than one hundred **cognitive** and **affective** exercises are contained in these four volumes. They are arranged so that the easiest ones appear first. While the books were designed for **human relations** training, many of the exercises can be adapted for use in the classroom in various subject areas. Each exercise includes a statement of purpose, a list of all supplies needed and an indication of the time it will require. The material contained in these books is primarily designed for use at the secondary level and above.

Raths, Louis E.
Meeting the Needs of Children: Creating Trust and Security
Charles E. Merrill Publishing Co., Columbus, Ohio, 1972
paper $2.95

In this book the author explains a "needs theory" which grew out of his work with aggressive students. Louis Raths describes the eight needs he has identified and proposes some ways for teachers to deal with these needs in the classroom to improve students' mental health and learning. Although this book does not deal with specific subject matter or curriculum, it does present practical suggestions for teachers to use at all grade levels in helping students work through negative behavior and facilitate the **learning** process.

Rogers, Carl
Freedom to Learn: A View of What Education Might Become
Charles E. Merrill Publishing Co., Columbus, Ohio, 1969
hardback $7.97; paper $3.95

The first part of the book relates actual experiments used by teachers to change **classroom interaction** patterns. Part two describes methods employed to facilitate learning. Rogers includes a model or practical plan for bringing about change in a school. Aside from offering practical help for the teacher, this book also provides motivation for an examination of **values** held by a teacher.

Sanders, Norris
Classroom Questions: What Kinds
Harper and Row, Publishers, New York, N.Y., 1966
paper $3.50

This book is applicable for both elementary and secondary-level teachers. It deals with how to develop good questions to be used in the classroom and how to help students develop more effective and diversified **thought processes**. The techniques discussed focus on questions which require more than rote memory to answer. It contains numerous examples of questions to be used. Some of the areas dealt with are how to develop questions aimed at interpretation, analysis, synthesis and evaluation.

Shumsky, Abraham
Creative Teaching in the Elementary School
Appleton-Century Crofts, Division of Meredith Publishing Company, New York, N.Y., 1965
hardback $9.95

The author discusses three models of teaching: repetitive, main idea and creative. Each model is analyzed through the experience of novice teachers. **Creativity** as expressed through divergent thinking is emphasized throughout the book. The author applies his methods to five subject areas: reading, arithmetic, science, social studies and the arts. Each chapter has its own bibliography and the book closes with a master bibliography.

Silberman, Charles E., ed.
The Open Classroom Reader
Random House, Inc., New York, N.Y., 1973
hardback $12.50; paper $2.95

This is an overview of **open education** to follow the author s previous book, *Crisis in the Classroom*. Silberman has compiled short works covering learning theory and aims of education from more than fifty authors. The book includes descriptions of open classrooms, student activities and teacher activities.

Spolin, Viola
Improvisation for the Theatre: A Handbook of Teaching and Directing Techniques
Northwestern University Press, Evanston, Ill., 1963
hardback $10.00; paper $7.50

This book contains more than 200 improvisation activities. The exercises are designed to develop individual and **creative expression**. It also contains a discussion of the theory and use of theatre techniques. Although the book is particularly useful for teachers of drama, many of the exercises can be used in other subject areas to encourage development of **self-expression**.

BOOKS: HUMANIZING EDUCATION

Stanford, Gene and Barbara D. Stanford
Learning Discussion Skills Through Games
Citation Press, New York, N.Y., 1969
paper $1.65

This book concentrates on the verbal and nonverbal skills needed for a group to work effectively. It contains ten skill building games and activities to help students learn **group dynamics** techniques: listening, assuming responsibility for contributing to the group, and responding to contributions of other group members. Each exercise emphasizes a particular skill which can then be applied to specific subject matter. There are fifteen remedial exercises that can be used to help a group when it displays an inability to work together. There is also an overview of the problems, types and purposes of discussion. Each exercise is explained and directions are given for follow-up. The exercises were specifically developed for use at the secondary level but some of them could be adapted for the elementary grades.

Prepared by Synectics, Inc.
Making It Strange: A New Design for Creative Thinking and Writing
Books 1, 2, 3 and 4, Teachers Manual
Harper and Row Publishers, New York, N.Y., 1968
$1.64 per book; $1.64 Teachers Manual

These books describe a **creative** writing program based on the conscious use of metaphor. Its contents can be used to facilitate inventive problem solving. Books 1, 2, 3 and 4 correspond to grades 3, 4, 5 and 6. Materials can be easily adapted for use at the intermediate and secondary levels.

Weinstein, Gerald and Mario Fantini, eds.
Toward Humanistic Education: A Curriculum of Affect
Praeger Publishers, New York, N.Y., 1970
hardback $7.00; paper $2.95

This report presents a model for implementing an **affective** curriculum in any classroom. The original project focused on learning problems of "low-income, minority group pupils"; however, the project directors soon discovered that all children are suffering from an overemphasis on the **cognitive** aspects of teaching at the expense of their emotions. The book provides teaching techniques based on the affective model developed, tools for diagnosing student concerns, and games helpful in developing a child's **self-concept**. The editors strongly urge that educators carefully examine the objectives for an affective curriculum in order to develop a well-structured program with specific outcomes "that can be clearly communicated to all concerned."

SERVICES AND SOURCES: HUMANIZING EDUCATION

American Guidance Service, Inc.

Publishers' Building
Circle Pines, Minn. 55014

This company publishes the DUSO kit (*Developing Understanding of Self and Others*), a kit of activities and materials designed to facilitate the social and **emotional** development of children. DUSO, Kit 1, kindergarten and lower primary, $95.00. DUSO, Kit 2, upper primary and grade 4, $98.00.

Canfield, John T. and Mark Phillips
A Guide to Humanistic Education: Paper Dragon Number 4, 1970

An excellent bibliography designed to offer guidance to educators who are beginning to focus on the non-academic aspects of a child's growth in school: enhancing positive **self-concept**, increasing achievement motivation, promoting **creative thinking** and behavior, and promoting better **human relations**. Included in this publication are lists of materials on humanistic education, humanistic psychology, films, tapes for teacher development, games, classroom activities and information on institutions directed at creativity. Each entry is annotated. Available from ERIC Document Reproduction Service, P.O. Box 190, Arlington, Va. 22210. When ordering, include the following: ED 067 356; HC. Price $1.85. See Appendix B for a more complete listing of ERIC clearinghouses and information regarding ordering of ERIC documents.

Dimensions of Personality

Pflaum/Standard
38 West Fifth Street
Dayton, Ohio 45402

Dimensions of Personality is a K-12 curriculum designed to nurture **self-image** and **self-respect**. It helps the teacher to discuss the child's **emotional** life with him as well as foster the development of social skills. Group centered activities form the core of the program.

Carefully structured units at each level present a variety of group-activity lessons that help students clarify their **values** and their understanding of their **individuality**. Flexible lessons are open-ended and non-judgmental. They include one-to-one, one-to-group and small group activities. Write to the above address for further information.

CEDARC [formerly DRICE (Development and Research in Confluent Education)]

CEDARC
P.O. Box 30128
Santa Barbara, Calif. 93105

CEDARC publishes numerous **confluent education** materials. Among its publications are monographs and occasional papers on the theory and use of confluent education, quarter course outlines and lesson units incorporating confluent education into various subject areas. A list of the materials published by CEDARC may be obtained by writing to the above address.

The Interstate Educational Resource Service Center

1720 University Club Building
136 East South Temple
Salt Lake City, Utah 84111

The major work of this center has been in the area of developing **affective objectives** and measurement instruments. The center has materials, reports, research data, measurement instruments and workshops for staff development. Write to the above address for catalogs and available services.

Maslow, Abraham
"Goals and Implications of Humanistic Education," taken from
The Farther Reaches of Human Nature, Chapter 13, pp. 180-195
(Esalen Institute-Book Publishing Program)
Viking Press, Inc., New York, N.Y., 1971
hardback $12.50; paper $2.95

The thirteenth chapter from Maslow's book is an excellent introduction to humanistic education. Through the use of analogies and examples the author provides a clear definition of the concepts involved in the philosophy of education for the **emotional** and **intellectual** growth of the child. The book in its entirety is an excellent sourcebook for educators.

TOPIC II: Values and Decision Making

A humanizing education can help students develop essential abilities for living and learning. One of these abilities is recognizing that the judgments and decisions individuals make are based on their values. In recent years, materials have been developed to help students clarify their values and explore moral decision-making processes. The materials listed do not tell students what values they should hold or what decisions they should make; rather, they help students in identifying and talking about their values as well as understanding attendant implications and consequences.

The area of values and decision making is critical to the definition and dimensions of basic quality education. Inclusion of references relating to values and decision making, however, does not suggest a separate course of study. The bibliography that follows includes resources that discuss the theory and practice of values and decision making, and ideas for activities that could be incorporated in the classroom curriculum also occur.

Within the broad range of concepts included in values and decision making, a number of key words (some people call them "descriptors") have been identified by researchers to guide inquiry. The following key words, for instance, could appear as subject headings in card catalogs, periodical indexes or pamphlet files in school and public libraries; they also are used extensively in the national computerized educational information system (see Appendix B). The key words below may be useful as subject headings for structuring a teacher's personal file or a staff resource file to complement inservice training on values and decision making. Readers will note some of the key words in boldface type in the entries on the following pages.

AFFECTIVE BEHAVIOR
AFFECTIVE EDUCATION
AFFECTIVE OBJECTIVES
BEHAVIOR CHANGE
BELIEFS
CHANGING ATTITUDES
CHOICES
COGNITIVE DEVELOPMENT
COGNITIVE OBJECTIVES
CONFLICT RESOLUTION
CREATIVE ACTIVITIES
DECISION MAKING
DECISION MAKING SKILLS
ETHICAL INSTRUCTION
ETHICAL REASONING
ETHICAL VALUES
ETHICS
EXPERIENCE
FUTURES
HUMAN DEVELOPMENT
HUMAN RELATIONS
HUMANISTIC EDUCATION
INDIVIDUAL DEVELOPMENT
INQUIRY
MORAL DECISION MAKING
MORAL DEVELOPMENT
MORAL EDUCATION
MORAL JUDGMENT
MORAL VALUES
OPEN-MINDEDNESS
PROBLEM SOLVING
PERSONAL GROWTH
PERSONAL RESPONSIBILITY
PERSONAL VALUES
PSYCHOLOGICAL EDUCATION
QUESTIONING
RELIGIOUS EDUCATION
RESPONSIBILITY
RISK
ROLE-PLAYING
SELF-CONCEPT
SEX EDUCATION
SOCIAL EDUCATION
SOCIAL STRATEGIES
SOCIAL STUDIES
SOCIAL VALUES
VALUE ANALYSIS
VALUE CONFLICTS
VALUE FORMATION
VALUE INQUIRY
VALUE JUDGMENT
VALUES
VALUES CLARIFICATION
VALUES EDUCATION

BOOKS: VALUES AND DECISION MAKING

American Values: Social Studies, Secondary Education
Hawaii State Department of Education, Honolulu
Office of Instructional Services, Honolulu, Hawaii, 1971

Individualized learning packets designed to help students **clarify** the concept of **values.** Behavior objectives projected for students: students will relate their actions to their values; predict the outcome of a survey; conduct, compare and draw conclusions from a survey, identify some of their values; compare American values with values of Japanese society; and relate values to behavior patterns. Available from ERIC Document Reproduction Service, P.O. Box 190, Arlington, Va. 22210. When ordering, include the following: ED 056 918; HC. Price $1.50; postage 18 cents. See Appendix B for a more complete listing of ERIC clearinghouses and information regarding ordering of ERIC documents.

Barr, Robert D., ed.
Values and Youth
National Council for the Social Studies, Washington, D.C., 1971
paper $2.75

A variety of writings by youth has been included in this work to serve as source material for classroom teachers in order to provide significant insight into the **values** of youth. The book serves as an instructional guide for teachers. Other inclusions are a select bibliography, film listings, learning activities, descriptions of teacher materials, classroom strategies and an assessment of the teacher's role in values issues.

Beck, Clive
Moral Education in the Schools: Some Practical Suggestions
Profiles in Practical Education No. 3

The Ontario Institute for Studies in Education
University of Toronto Press, Ontario, 1971
Catalog No. 11500300
paper $1.80

This book suggests possible mini-courses in **values clarification** and **decision making** for students ages 5-18. These mini-courses are intended to be woven into the regular curriculum. The author also offers hints on teaching methodology in relation to value education.

Fenton, Edwin, ed.
Carnegie-Mellon Social Studies Curriculum, 9-12
Holt, Rinehart & Winston, New York, N.Y., 1974

The materials in this social studies program are structured on the inquiry basis. The six textbooks are: *Comparative Political Systems* and *Comparative Economic Systems* for ninth grade; *The Shaping of Western Society* and *Tradition and Change in Four Societies* for tenth grade; *A New History of the United States* for the eleventh grade; and *Introduction to the Behavioral Sciences* for the twelfth grade.

Each level is accompanied by a classroom support unit including filmstrips, recordings, individual and group activities. Each text includes activity components and an evaluation component. For further information and prices on the curriculum write to: Marketing Manager, Social Studies, Holt, Rinehart & Winston, 383 Madison Avenue, New York, N.Y. 10017.

BOOKS: VALUES AND DECISION MAKING

Fraenkel, Jack R.
Helping Students to Think and Value: Strategies for Teaching the Social Studies
Prentice-Hall, Inc., N.J., 1973
Reference Edition. $7.95

This book is intended for the elementary and secondary social studies teacher, though many of the strategies could be applied to other areas. The author examines objectives, subject matter, learning activities, teaching strategies and evaluation. Many examples of exercises are included. Each chapter concludes with a self test.

Gelatt, H.B., et al.
Decisions and Outcomes: A Leader's Guide
College Entrance Examination Board
Princeton, N.J. 08540
$2.50

Decisions and Outcomes, an expanded version of the College Board's *Deciding* program that was designed for junior high school students, is a new **decision making** curriculum intended to help older high school students, college students and adults who are faced with personal, educational or career decisions. The book and its companion publication, *Decisions and Outcomes: A Leader's Guide*, present a course of study in the development and application of **decision making skills**. The program can serve as a framework for a course in decision making, as a major component in guidance and counseling programs, or as part of subject areas such as English, history, **human relations**, drug education and health education. The materials are especially appropriate for use in group settings, including the classroom or small counseling situations. One copy of *A Leader's Guide* is provided without charge with each order for twenty or more student books. A 20% discount is offered in orders of 100 or more copies of the student book, *Decisions and Outcomes*.

Gross, Richard E. and Raymond H. Muessig, eds.
Problem-Centered Social Studies Instruction: Approaches to Reflective Teaching
National Council for the Social Studies, Washington, D.C., 1971
$2.75

Confronts the specific what, why, how and when of **problem solving** in social studies at the elementary and secondary school levels. Presents a rationale for increased use of this inquiry method of program organization. Suggestions range from the question-answering stage to problem-solving units.

Harmon, Francis Stuart
Religious Freedom in America
Friendship Press, New York, N.Y.
paper $1.75

Gaustad, Edwin S., et al.
Study Outline for the Source Book, Religious Freedom in America
Friendship Press, New York, N.Y., 1974
$1.00

Using the 1976 Bicentennial as a framework, the author provides an historical compilation of the progress of **religious** freedom in America. Numerous references are included to give a wide range of viewpoints in the interpretation of the First Amendment.

The study outline is intended as a companion piece to aid in group discussions.

Hunkins, Francis P.
Questioning Strategies and Techniques
Allyn & Bacon, Inc., Boston, Mass., 1972
paper $2.25

The author uses the Taba strategies in developing techniques for increasing skills in effective **question-asking** on the part of teachers and students. Hunkins includes a discussion of the vital importance of questions in the discovery approach. A chapter is devoted to Bloom's Taxonomy and includes examples of types of questions directed at each level. A variety of methodologies and **social strategies** makes this a practical handbook for teachers at all educational levels.

Knapp, Clifford E.
Teaching Environmental Education with a Focus on Values
Southern Illinois University, Carbondale
Department of Conservation and Outdoor Recreation, 1972

Discusses teaching strategies for learning the **valuing processes** in conjunction with environmental education. Suggested activities include composing value sheets for student reaction, writing captions for pictures depicting environmental problems, **role-playing** and employing a devil's advocate approach in developing plausible reasons for various pollution practices. Available from ERIC Document Reproduction Service, P.O. Box 190, Arlington, Va. 22210. When ordering, include the following: ED 067 356; HC. Price $1.50; postage 18 cents. See Appendix B for a more complete listing of ERIC clearinghouses and information regarding ordering of ERIC documents.

Massialas, Byron G. and Jack Zevin
Creative Encounters in the Classroom: Teaching and Learning Through Discovery
John Wiley and Sons, Inc., New York, N.Y., 1967
paper $5.25

The purposes of this book are to examine students' ability to explore and confirm alternatives; to investigate the relationship between **inquiry** and motivation; to reproduce oral transactions in the classroom; to find out the nature of the logical operations performed by high school students; to define the teacher's role in generating inquiry; to examine kinds of materials that may be used in the conduct of inquiry; to explore ways of studying oral communication in the classroom. This book is especially applicable to all social studies and humanities teachers.

Metcalf, Lawrence E., ed.
Values Education, 41st Yearbook: Rationale, Strategies and Procedures
National Council for the Social Studies, Washington, D.C., 1971
hardback $6.50; paper $5.00

The purpose of this book is to assist teachers at all levels in developing a model for **values education**. The committee which compiled the book was concerned that it be practical for teachers and has included objectives of **value analysis**, teaching strategies, procedures and a model program.

Raths, Louis, Merrill Harmin and Sidney Simon
Values and Teaching: Working with Values in the Classroom
Charles E. Merrill Publishing Co., Columbus, Ohio, 1966
hardback $7.50; paper $3.95

he author describes a theory of values and provides a classroom methodology for the **clarification of values**. The book contains many practical ideas for the classroom teacher. A bibliography is ncluded.

BOOKS: VALUES AND DECISION MAKING

Schrank, Jeffrey
Media in Value Education
Argus Communications, Chicago, Ill., 1970
paper $4.95

The author begins with an analysis of media and examines its impact on society. He then continues with a compilation of films, filmstrips, books, kits, records and tapes that are appropriate in **value education**. Each item listed is annotated. The film listing includes suggestions for discussion questions.

Shaftel, Fannie R. and George Shaftel
Role-playing for Social Values: Decision Making in the Social Studies
Prentice-Hall, Inc., Englewood Cliffs, N.J., 1967
$8.95

Includes an extensive bibliography of "how to" articles and books on **creativity** and the elementary curriculum. Contains problem stories on **role-playing** for the busy teacher who hasn't time to build from scratch. Could be applied in either counseling or classroom situations.

Simon, Sidney *, Leland W. Howe and Howard Kirschenbaum
Values Clarification: A Handbook of Practical Strategies for Teachers and Students
Hart Publishing Company, Inc., New York, N.Y., 1972
hardback $7.50; paper $3.95

This book contains 79 strategies designed to involve participants in practical **experiences** through which they can become aware of their own value systems. The emphasis is not on the content of the student's **personal values** but on the process of valuing. The strategies can be used with students individually, in small groups or with an entire class. A few of the strategies provide examples for elementary, intermediate, secondary and adult age levels; others can be so adapted.

*Sidney B. Simon is the primary exponent of the practical applications of **values clarification**. He has authored numerous periodical articles which present exercises, many of them drawn from the above-mentioned book.

Sizer, Theodore and Nancy Sizer, eds.
Moral Education: Five Lectures
Cambridge, Mass., Harvard University Press, 1970
$1.75

This short volume introduces the reader to the concept of **moral responsibility** and its implications for education. Lawrence Kohlberg * is one of the five contributing authors.

*Lawrence Kohlberg is one of the primary theorists in the field of moral education. His work in **moral development, values** and education is considered so important that the majority of recent research reports and **texts** in the field refer to it. Reprints of his articles can be obtained from the Moral Education and Research Foundation.

Studies on Protest and Dissent in American Life
With *Teacher's Guide*

Tufts University
Medford, Lincoln Filene System for Citizenship and Public Affairs, 1969

Shows methods of protest against oppression ranging from revolt against the law by armed resistance to getting an objectionable practice eliminated using the courts. Teaching objectives: to understand that political protest may be the result of intolerable economic conditions; to understand that economic pressures among the poor may lead to rebellion; to believe in the legal processes set up for redress of grievances; to realize that changing a law using the judicial process is guaranteed by the Bill of Rights. Available from ERIC Document Reproduction Service, P.O. Box 190, Arlington, Va. 22210. When ordering, include the following: ED 056 920; HC. Price $6.40; postage 26 cents. See Appendix B for a more complete listing of ERIC clearinghouses and information regarding ordering of ERIC documents.

Williams, Elmer
Values and the Valuing Process: Social Studies for the Elementary School. Proficiency Model No. 5
Georgia University, Athens
Department of Social Science Education, 1972

Teacher training module designed to develop: awareness and understanding of the **affective domain** of learning, **values** and the **valuing process**; competency in using teaching strategies created to help children clarify their values. Activities are listed to develop competencies in formulating **value clarification** plans, development of affective teaching strategies, classification of affective pupil behaviors and identification of alternatives of behavior. Available from Department of Elementary Education, 425 Aderhold, University of Georgia, Athens, Ga. 30602. $6.60, set of 8; 80 cents each.

SERVICES AND SOURCES: VALUES AND DECISION MAKING

Adirondack Mountain Humanistic Education Center

Upper Jay
New York 02987

The Center is affiliated with Values Associates, which has a number of materials on **values education.** Among the materials are reprints dealing with values and the teaching of English, science, history, math, health education and home economics.

Kuhmerker, Lisa
A Bibliography on Moral Development and the Learning of Values in Schools and other Social Settings

New York Society for Ethical Culture
New York, N.Y., 1971

Included are books, articles and theses on **moral development** and **values in education**. Particular emphases in the areas of **social studies, social education,** and the teaching and learning of **social strategies.** The last section consists of lists of studies about sexual, social class and cross-national differences which are culturally conditioned. This is an essential bibliography for those interested in moral development and values.

Moral Education and Research Foundation

Roy E. Larsen Hall
Appian Way
Harvard University
Cambridge, Mass. 02138

The Foundation has a number of reprints available of books and articles dealing with **moral development.** Most of the material is authored by Lawrence Kohlberg, one of the primary theorists of **moral development**. Emphasis is on theory; for practical application in the field of social science, see Values Education Project.

University of Massachusetts

School of Education
Division of Continuing Education
Amherst, Mass. 01002
(413) 545-1584

The University offers summer courses and in-depth workshops on **values education** and **humanistic education**. It has one of the few extensive summer programs in humanistic education. Teachers need not be enrolled in a degree program to participate. Write to the above address for additional information.

Values Associates

P.O. Box 43
Amherst, Mass. 01002

Values Associates conducts introductory and advanced workshops across the country in **values clarification**. Sidney B. Simon conducts many of these workshops. In addition, they conduct workshops on **personal growth** and **human relations**. Materials on the theory and practice of value education are available from the Adirondack Mountain Humanistic Education Center.

Values Education Project

Porter Hall 223
Carnegie-Mellon University
Pittsburgh, Pa. 15213

Carnegie-Mellon University and Harvard University have been jointly studying how to apply Lawrence Kohlberg's theories of **cognitive moral development** to social studies curriculum materials developed at Carnegie-Mellon. The project has produced learning materials and teaching strategies. The teacher training materials include workshops and self-instructional manuals. The social studies materials currently developed are for junior and senior high school students and teachers.

APPENDIX A

PUBLISHING HOUSE ADDRESSES

The following is a list of the names and addresses of the book publishers included in this guide. Addresses cited were those known at the time of printing.

Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, Mass. 02210

Appleton-Century-Crofts
orders to: Prentice-Hall, Inc.
Englewood Cliffs, N.J. 07632

Argus Communications
7440 Natchez Avenue
Nilles, Ill. 60648

Atheneum Publishers
122 East 42nd Street
New York, N.Y. 10017

Cambridge University Press
32 East 57th Street
New York, N.Y. 10022

Citation Press. See Scholastic Book Services.

College Entrance Examination Board
(Publications Order Office)
Box 592
Princeton, N.J. 08540

Dell Publishing Co., Inc.
1900 Sacramento Street
Los Angeles, Calif. 90121

Doyle, Howard A., Publishing Co.
Box 310
Cambridge, Mass. 02139

Dutton, E.P. & Co., Inc.
201 Park Avenue, South
New York, N.Y.10003

Friendship Press
Distribution Office, Box 37844
Cincinnati, Ohio 45237

Goodyear Publishing Co., Inc.
15115 Sunset Boulevard
Pacific Palisades, Calif. 90272

Harper & Row, Publishers
10 East 53 Street
New York, N.Y. 10022

Hart Publishing Company
719 Broadway
New York, N.Y. 10003

Holt, Rinehart & Winston, Inc.
383 Madison Avenue
New York, N.Y. 10022

Houghton Mifflin Co.
1 Beacon Street
Boston, Mass. 02108

Jones, Charles A., Publishing Co.
Division of Wadsworth Publishing Co., Inc.
4 Village Green
Worthington, Ohio 43085

Merrill, Charles E., Publishing Company
Division of Bell & Howell Co.
1300 Alum Creek Drive
Columbus, Ohio 43216

National Council for the Social Studies
1201 16th Street, N.W.
Washington, D.C. 20036

Northwestern University Press
1735 Benson Avenue
Evanston, Ill. 60201

Pflaum/Standard
38 West Fifth Street
Dayton, Ohio 45402

The Ontario Institute for Studies in Education 1971
(Publication Sales)
252 Bloor Street West
Toronto 5
Ontario, Canada

Praeger Publishers
111 Fourth Avenue
New York, N.Y. 10003

Prentice-Hall, Inc.
Englewood Cliffs, N.J. 07632

Random House, Inc.
201 East 50 Street
New York, N.Y. 10022

Schocken Books, Inc.
200 Madison Avenue
New York, N.Y. 10016

Scholastic Book Services
Division of Scholastic Magazines
50 West 44 Street
New York, N.Y. 10036

Charles Scribner's Sons
597 Fifth Avenue
New York, N.Y. 10017
orders to: Shipping and Service Center
Vreeland Avenue
Totoawa, N.J. 07512

Simon & Schuster, Inc.
630 Fifth Avenue
New York, N.Y. 10020

University Associates Publishers & Consultants
Box 80637
San Diego, Calif. 92138

Viking Press, Inc.
625 Madison Avenue
New York, N.Y. 10022

Wiley, John, & Sons, Inc.
605 3rd Avenue
New York, N.Y. 10016
orders to: Western Distribution Ctr.
1530 South Redwood Road
Salt Lake City, Utah 84104

APPENDIX B

THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

In the mid-1960's, the U.S. Office of Education established the ERIC system as a method for managing information. ERIC was intended to serve two major purposes: first, to acquire and guarantee ready access to the range of hard-to-find education literature and, secondly, to produce new information products for educational decision makers.

ERIC now functions under the auspices of the National Institute of Education, and that agency is currently engaged in an intensive study of ERIC's usefulness and is exploring ways the system might be improved.

Quite simply, ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving and disseminating the most significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. The clearinghouses, the names and addresses of which are listed below, are each responsible for a particular educational area.

ERIC Clearinghouses on . . . .

CAREER EDUCATION
204 Gabel Hall
Northern Illinois University
DeKalb, Illinois 60115

COUNSELING AND PERSONNEL SERVICES
University of Michigan
School of Education Building, Room 2108
East University & South University Sts.
Ann Arbor, Michigan 48104

EARLY CHILDHOOD EDUCATION
University of Illinois
805 W. Pennsylvania Ave.
Urbana, Illinois 61801

EDUCATIONAL MANAGEMENT
University of Oregon
Eugene, Oregon 97403

HANDICAPPED AND GIFTED CHILDREN
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

HIGHER EDUCATION
George Washington University
One Dupont Circle, N.W., Suite 630
Washington, D. C. 20036

INFORMATION RESOURCES
Stanford Center for Research and
Development in Teaching
Stanford, California 94305

JUNIOR COLLEGES
University of California at Los Angeles
Powell Library, Room 96
405 Hilgard Ave.
Los Angeles, California 90024

LANGUAGES AND LINGUISTICS
Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209

READING AND COMMUNICATION SKILLS
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801

RURAL EDUCATION AND SMALL SCHOOLS
New Mexico State University
Box 3 AP
Las Cruces, New Mexico 88003

SCIENCE, MATHEMATICS, AND ENVIRONMENTAL EDUCATION
Ohio State University
400 Lincoln Tower
Columbus, Ohio 43210

SOCIAL STUDIES/SOCIAL SCIENCE EDUCATION
Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302

TEACHER EDUCATION
American Association of Colleges for
Teacher Education
One Dupont Circle, N.W., Suite 616
Washington, D.C. 20036

URBAN EDUCATION
Teachers College
Columbia University
Box 40
New York, New York 10027

TESTS, MEASUREMENT, AND EVALUATION
Educational Testing Service
Princeton, New Jersey 08540

Some of the resources listed in this guide are available from ERIC; if so, the citation is listed (see page 27 for the first such reference). All orders for ERIC material should be sent to:

ERIC Document Reproduction Service
P. O. Box 190
Arlington, Virginia 22210

With each order, be sure to include

1. check or money order–payable to EDRS;
2. the ERIC accession number–for example, ED 081 199, (each entry in ERIC has a separate accession number);
3. specify paper copy or microfiche (use HC to indicate paper copy and MF to indicate microfiche);
4. and, of course, the name and address of the person to whom the material should be sent.

If you want more information about ERIC, write to the National Institute of Education, Washington, D.C. 20208 or the staff librarian in the Office of the Superintendent of Public Instruction, Helena, Montana 59601.

APPENDIX C

GLOSSARY OF SELECTED TERMS

This glossary was constructed as a simplified reference to aid the reader. Recognizing that books have been written about many of the terms and concepts cited, the glossary could not nor does not purport to be a definitive authority on the terms selected. The majority of definitions cited were based on and adapted from the Dictionary of Education, *Third Edition, Carter V. Good, Editor, McGraw-Hill Book Company, 1973. Research for the* 1975 Report on Basic Quality Education *and the* Teacher's Resource Guide *provided other definitions.*

activity learnings	The sequentially organized activities in study and learning that focus on the attainment of the objectives of a particular unit or lesson.
affective behavior	Behavior that reflects the emotions or feelings that a student experiences.
affective education	The area of instruction pertaining to the feelings or emotions.
affective objectives	The goals or purposes of a lesson's content and approach that are directed to the feelings and emotions of the student.
behavior change	Any observable alteration in physical activity that can be measured against a prior criterion of activity.
classroom interaction	A verbal or nonverbal exchange that occurs among the members of a learning situation.
cognitive development	According to Piaget, development in the child's thought process through an adaptation to the environment and assimilation of information.
cognitive process	The method or procedure of knowing or of attaining knowledge.
cognitive objectives	The goals or purposes of a lesson's content are directed toward knowledge or the capacity for knowledge; it includes things remembered and understood as well as an ability to analyze, synthesize and evaluate.
conflict resolution	The act of reaching a decision regarding a painful or unhappy state of consciousness resulting from a clash or incompatible desires, aims, drives or values.
confluent education	A philosophy and process of teaching and learning in which the affective and cognitive aspects of learning flow together.
congruence, image	In group dynamics, agreement of people's self-image with their ideal image and the superimposition of both of these images on the people they really are; and agreement among the images others have of them, their ideal images, and their real selves.
creative expression	Any free expression of the child, spontaneously evoked by the child's own feelings and experiences and furthered by any means that promote adequacy and clarity of perception and deepen the emotional drive prompting expression.

decision making	A method whereby a situation is studied and evaluated, the problems are identified, and alternative solutions to the problems are considered before a course of action is taken.
emotional development	A process in which the mature individual has progressed from infantile dependence to the capacity for assuming adult responsibility.
ethical instruction	Instruction having to do with morality and personal conduct.
ethical reasoning	A mental process of inferring relationships regarding conduct, values and future consequences in terms of norms and principles.
ethical values	A built-in inner system of beliefs from which one can possess the capacity to judge the moral quality of acts.
factual perception	Awareness of external objects, conditions and relationships as a result of sensory stimulation.
futures	A course of instruction that directs students to thinking of the future in terms of alternatives, consequences and preferences when confronted with choices; based on the premise that change means choice.
group dynamics	An interactive relationship in which members of a group develop a common perception based on shared feelings and emotions; the group provides an outlet for the shared feelings and emotions which in each member separately had no adequate expression.
human development model	A pattern that places particular emphasis on the impact of the home, school and community on the growing personality.
human relations	The social interaction that takes place between people and the influence which persons have on one another.
humanistic education	A process that facilitates the physical, intellectual and emotional growth of the child.
humanistic approach	A teaching strategy designed to facilitate the emotional, intellectual and physical growth of the child.
humanization	A process that asserts the dignity and worth of the human being and the capacity for self-realization through reason.
imaginative activity	A learning situation that involves the ability to form a mental image or symbol.
interpersonal competence	The capability to interrelate.
moral decision making	A process whereby the individual's values are studied, the problems are identified and alternative solutions considered before a course of action is formulated.

moral development	According to Lawrence Kohlberg's theory there are six progressive stages of moral development. The first two are pre-moral—outlook is largely determined by self-interest and fear of punishment; the third and fourth are conformity stages—the outlook is determined largely by social needs; the fifth and sixth are post-conformity stages—they involve the understanding of social contract and basic moral principles.
moral education	Formal or incidental instruction in morals or rules of conduct; instruction focuses on improving moral reasoning and understanding and stimulating growth of individual's powers to make value judgments and decisions.
moral values	Those principles and standards accepted and/or applied by an individual.
multisensory learning	Learning in more than one modality.
nonverbal communication	The meaningful transfer of thought or emotion through means other than words or speaking.
person oriented	A teaching strategy that focuses on the development of the whole child as well as on subject matter.
psychomotor skills	A muscular proficiency or dexterity believed to ensue from conscious mental activity.
psychological education	Educating children about their own psyches.
role-playing	A method for developing insights into human relationships by acting out certain behavior in situations that are similar to real life.
self-actualization	Maslow's term to describe the process of becoming integrated to the point of developing capacities and of accepting one's motives and goals in life.
self-awareness	Training whereby people see themselves as seen by others, examine their motivations, compare their perceptions with those of others, control their feelings under group pressure and study the types of roles they intend to take in a group.
self-concept	People's perceptions of themselves that include abilities, appearance, performance and other phases of daily living.
self-identity	The image people have of the impression they make on others.
sensitivity	A process of coming to see more clearly what happens in a small group and how what happens can be influenced.
sensory integration	Related to multisensory learning in that it incorporates more than one sense in the learning process.
simulation	In learning and training, making the practice and materials as near as possible to the situation in which the learning will be applied.
social education	Experiences that improve the individual's ability to participate in group life.

social strategies	The processes used by students to interrelate to one another.
social values	Aspects of human interaction that are regarded as being worthy, important, or significant for the proper functioning of group life; aspects that the members of society seek to conserve or promote.
value analysis	The methods by which individuals determine the worthwhileness of their experiences in terms of their own standards.
value judgments	Those ideas, ideals or beliefs to which people feel sufficient commitment that they will guide their behavior by them.
value conflicts	Incompatible or alternative choices regarding one's ideas, ideals or beliefs.
value formation	Ideas, ideals or beliefs that are freely chosen after considering alternatives and the consequences of each alternative.
value inquiry	A method or strategy an individual utilizes to determine one's own feelings, attitudes and behavior.
values	Those elements that show how a person has decided to use his or her life; a built-in inner system of beliefs.
values clarification	A procedure and method that helps equip students with an intellectual and emotional approach for examining and developing values.
values education	An approach toward learning that helps students formulate judgments; the values clarification approach is based on the premise that students make their own choices as well as evaluate the resultant consequences.